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Abstract

At the Second Conference of the Southeast Asian Ministers of Education held in Manila, November 1966, the Ministers of Education approved the proposal to establish a Regional English Language Centre. Subsequent meetings and discussions resulted in this Seminar on the Development of the Regional English Language Centre, held September 18-21, 1967, by the Interim Project Office of the Regional English Language Centre with the cooperation of the Government of Singapore. Topics deliberated upon were: (1) training courses: (2) research; (3) instructional materials; (4) information center activities; (5) promotion of regional cooperation; (6) administration of financial grants; (7) support of scholars from outside the region; (8) staff requirements; and (9) utilization of the RELC. Appended are addresses by the officials of the seminar, a list of participants, the seminar program and working papers, and other pertinent information. See AL 002 148 for the report of the second seminar, held in April 1968. [Hard copy not available due to marginal legibility of original document.] (AMM)

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RELC/IPO/SI

ED033351

SOUTHEAST ASIAN MINISTERS OF EDUCATION SECRETARIAT

FIRST REGIONAL SEMINAR ON THE DEVELOPMENT OF THE REGIONAL ENGLISH LANGUAGE CENTRE

Convened by the INTERIM PROJECT OFFICE
with the co-operation of
the Government of the Republic of Singapore

REPORT

AL 002 147

SINGAPORE

18th–21st September, 1967

ED033351

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THE FIRST REGIONAL SEMINAR ON THE DEVELOPMENT OF THE SEAMES REGIONAL ENGLISH LANGUAGE CENTRE, 18TH TO 21ST SEPTEMBER, 1967

INTRODUCTION

At the Second Conference of the Southeast Asian Ministers of Education held in Manila between 25th and 28th November, 1966, the Ministers of Education, approved, among other things, the proposal to establish a Regional English Language Centre. Towards this end, a Co-ordinating Committee was etablished. Its terms of reference were as follows:

(i) To consider the procedure for the appointment of a Director for the permanent Centre;

(ii) To prepare proposals concerning the establishment of the Centre;

(iii) To prepare draft plans of operation relating to the annual, short-term, and long-term plans for regional co-operation;

(iv) To consider and recommend the need for and the feasibility of interim project activities during that phase prior to the establishment of the permanent Regional Centre.

The first meeting of the Co-ordinating Committee was held in Singapore between 7th and 9th June, 1967 at which the following items were discussed:

1. Functions of the Centre.
2. Preparatory and operational activities.
3. Organisation and staffing.
4. Legalising the Regional Centre.
5. Building plans.
6. Budget.
7. Funding and measures for financing activities.
8. Preparatory phase activities and project office.
9. Appointment of interim project director and staff.

10. Budget estimates of preparatory phase activities.

In view of the urgency of the problems, the Co-ordinating Committee recommended the immediate establishment of an Interim Project Office in Singapore with a small staff under the direction of an Interim Project Director. This office was established soon thereafter in Singapore, and Mrs Tai Yu-lin was appointed Project Director. The initial responsibility of the office was to ascertain the needs and requirements of member countries in conjuction with members of the Co-ordinating Committee and with the assistance of the Singapore Local Planning Committee.

It was further proposed that at a Seminar to be convened in Singapore in September, 1967, the data on the needs of member countries would be collated and evaluated and the projects which best satisfy the requirements of the region would be decided upon for the consideration of the Co-ordinating Committee at its second meeting to be held in October, 1967.

In order to obtain information and data relating to the present situation and nees Questionnaire SEAMES/RELC/OP1 was prepared by the Singapore Local Planning Committee and dispatched to member countries by the Interim Project Office.

The Questionnaire sought to ascertain:

(i) the present situation of English teaching in SEAMES member countries,

(ii) the needs of SEAMES member countries in respect of
  a) Training Courses,
  b) Research,
  c) Instructional Materials
  d) Information Centre Activities,
  and e) Promotion of Regional Co-operation.

The replies to this questionnaire were tabulated and the information was organised to serve as the basis for 4 Working Papers for the Seminar. Working Paper 1 contained a summary of the present situation of English Teaching in SEAMES member countries. Working Paper 2 contained a summary of proposals on the activities to be undertaken by the RELC in respect of TRAINING COURSES. Working Paper 3 contained a summary of proposals on the activities to be undertaken by the RELC in respect of Research, Instructional Materials and Information Centre Activities. Working Paper 4 contained a summary of proposals on the activities to be undertaken by the RELC in respect of Promotion of Regional Co-operation, Administration of financial grants and support to Scholars from outside the region.

The Regional Seminar was convened by the Interim Project Office and held in the Singapore Conference Hall between 18th and 21st September 1967. During the Seminar three working groups were organised to ascertain specific needs of member countries and to consider matters pertaining to the immediate and long-range activities of the Regional Centre.

This document reports the results of the Seminar deliberations.

THE TERMS OF REFERENCE

"The terms of reference of this Regional Seminar on the development of the SEAMES Regional English Language Centre are:

1. To analyse the functions of the Regional English Language Centre, which have been approved by the Co-ordinating Committee, in order to derive the professional rationale (philosophy and objectives) for the establishment of the Centre. (Please see Functions of the Centre listed in paragraph 8 on pp 22 - 23 in the Report of the First Meeting of the Regional English Language Centre Co-ordinating Committee).
2. To establish guidelines and formulate Regional English Language Centre programmes and project activities for a projected 5-year period and to list them in a general order of priority.
3. To determine the personnel, materiel and facilities requirements which are necessary to carry out the formulated programmes and project activities."*

In respect of the first of these terms, the Seminar agreed that the Centre's training and research rationale should be problem orientated, that is to say that its concern should be to provide training and research services which were either in whole or in part unobtainable in the member countries in order to aid member countries solve their problems.

In respect of the second term of reference the Seminar established the 5-year guide lines for training and project activities as required.

*(Excerpt from the statement by Mrs Tai Yu-lin, Interim Project Director at the Preliminary Session of the First Regional Seminar on project activities of the SEAMES Regional English Language Centre at the Singapore Conference Hall, 18th September, 1967.)

In respect of the third of their terms of reference the Seminar, despite much consideration, was unable in the time available and with the information at its disposal to determine fully in detail the personnel, materiel and facilities which would be required to carry out the formulated programmes. It agreed, therefore, to refer back to the Project Office matters on which it had not worked out detailed specifications, for further consideration.

TOPICS

1. TRAINING COURSES
2. RESEARCH
3. INSTRUCTIONAL MATERIALS AND EQUIPMENT REQUIREMENTS
4. INFORMATION CENTRE ACTIVITIES
5. PROMOTION OF REGIONAL CO-OPERATION (INCLUDING EXCHANGE OF PERSONNEL AND TECHNICAL ASSISTANCE TO NATIONAL PROGRAMMES)
6. ADMINISTRATION OF FINANCIAL GRANTS
7. SUPPORT TO SCHOLARS FROM OUTSIDE THE REGION
8. STAFF REQUIREMENTS
9. UTILIZATION OF CENTRE SITE

1. TRAINING COURSES

Topics

1.1 Short course
1.2 Long course
1.3 Specialised advanced course
1.4 Additional training programmes
1.5 Number of courses to be offered

Discussion:

After consideration of the proposed intensive and shorter courses mentioned on Page 23 SEAMES/P6/CC1, Working Group I came to the conclusion that the use of the word "intensive" to describe the long course was misleading and suggested its deletion. It was established that the long course was actually intended to be of ten months duration (one academic year) which would be equivalent to 8 months of classes.

In the course of lengthy discussions of the expressed needs of the member countries, the following proposals concerning the types of courses to be offered by the Centre finally took shape.

It was agreed that the general objective underlying all the courses should be:

> To train key personnel as well as potential key personnel who would assist in teacher-training and in-service programmes of the Ministries of Education in member countries.
>
> The Group proposed three courses in this order of priority:
>
> Short course (4 months)
> Long course (10 months or 1 academic year)
> Specialised advanced course (approximately 3 months)

In an attempt to tailor the courses to the expressed needs of the member countries, the group drafted the following specimen course outlines.

Short course

Specific Objective - to give trainees training in content and techniques of TESL/TEFL with emphasis on practical application.

Duration:	4 months
Timing:	August to November February to May
Start:	Initial course to begin August, 1968
Level:	Intensive basic course
Course members:	20 teacher-educators, supervisors/inspectors, and teachers with potential of being key personnel who cannot attend the Long course. (2 from each country, the rest of the quota to be filled on a pro rata alphabetical rotation basis)

Content

Subjects and hours allocated (5 hours a day, 25 hours a week)

1st month	No. of Hours
Phonetics (theory)	20
Oral Practice	20
Morphology and Syntax	16
Grammar of English	24
Lexicology	12
Introduction to Methodology	8
	100

2nd month	No. of Hours
Phonetics (Oral Practice)	20
General Methods (including demonstration)	20
Identification of English Language Teaching Problems	40
Introduction to Teaching of Reading and Writing/Preparation of Instructional Materials/AVA	20
	100

3rd month	No. of Hours
Identification of English Language Teaching Problems	30
Preparation of Instructional Materials	40
Electives (choice of one)	
Audio Visual Aids OR Language Laboratory Techniques OR Teaching of Reading and Writing	30
	100

4th month	No. of Hours
Language Testing	20
Identification of English Language Teaching Problems	20
Preparation of Instructional Materials	20
Electives (choice of one) Audio Visual Aids OR Language Laboratory Techniques	

OR Teaching of Reading and Writing (including the preparation of instructional materials)	30
Two-hour weekly seminars on TESL problems and evaluation of projects completed in the course	10
	100

In the Group, there was a divergence of views as to whether Descriptive Linguistics and Contrastive Analysis should be included in the syllabus for the short intensive course. It was pointed out that since the course was designed to bring students up to date in the principles and methods of second language teaching, descriptive and contrastive analysis need not be taught. It was stressed, however, that teachers would be at a loss in identifying language problems without some knowledge of both descriptive and contrastive analysis in identifying language problems. Members finally agreed to provide some elementary knowledge of comparing language structures under the subject entitled 'Identification of English Teaching Problems.'

Long course

Specific Objectives: To provide basic training in the theory and practical application of the principles of TESL/TEFL as well as in language and educational research.

Duration: 10 months or 1 academic year.

Timing: January to October.

Start: Initial long course to begin in 1970, by which time the Centre should have the necessary facilities.

Level: Basic

Course members: 30 teacher-educators, supervisors/inspectors, and teachers (four from each country with the rest of the quota being filled from member countries on a pro rata rotating alphabetical basis).

Content

Descriptive Linguistics (100 hours)

- Phonetics
- Phonemics
- Morphology
- Syntax
- Semantics
- Methods of language analysis
- Application in analysis of any Southeast Asian language

The Structure of English (50 hours)

- The Phonology of English (Description of the phonological structure of English)
- Grammar
- Vocabulary (lexicon, word building through affixes, good usage, levels of usage, semantics, etc.)

Contrastive Language Analysis (50 hours)

- Methods of contrastive analysis
- Application of a method in a contrastive analysis of English and the student's native language

Psychology of Language Learning (35 hours)

Methods and Techniques of TESL (100 hours)

- The nature of language
- How language operates
- Basis of the concept of second language teaching
- Principles of second language teaching

Approaches, methods, and techniques of second language teaching
Examination of instructional materials
Observation of TESL
Students' application of the principles in demonstration teaching
Preparation and evaluation of syllabuses and other instructional materials, such as classroom teaching materials, workbooks, textbooks, etc.

Construction and Use of Tests in English Classes (70 hours)

Principles of test construction
Identification and construction of tests of the following:
    Elements of the English Language
    Cross cultural elements
    Language skills
    Literature
    Style, etc.

Improvement of Reading Skills (for trainee) (50 hours)
Skimming
Speed reading
Critical reading

The Teaching of Reading (35 hours)
The nature of the reading process
Reading readiness
Beginning reading
Reading for different purposes
Development of various reading skills, etc.

The Teaching of Literature (50 hours)
Ability to distinguish literary from non-literary material
Types of literature and how to teach them from the second language point of view

Advanced Composition (for trainee) (35 hours)
- Word order for more effective communication
- Specificity in word choice
- Purpose in writing
- Nature of expository writing
- Types of expository writing
- Practice in the different types

The Teaching of Written Composition (35 hours)
- Teaching the effective sentence
- Teaching paragraph development
- Teaching the entire composition
- Teaching styles, etc.

Construction and Use of AVA (70 hours)
- Acquaintance with different kinds of AVA
- Emphasis on construction and use of inexpensive AVA'S, exploiting local materials.

Speech Improvement (Oral Practice) (100 hours)
- Polishing of student's speech:
  - Stress patterns
  - Sentence rhythm
  - Segmentals
  - Suprasegmentals
  - Linking
  - etc.

Educational Research (50 hours)
- A quality paper
  - Application of what has been learned in a research or creative paper

Possible Time Allotment

FIRST HALF OF THE YEAR (5 months)

No. of Hours:

	2	1	1	1	1
M	DL		SE	SI	RTr
T	AVA	PLL	CwTr	SI	
W	DL		SE	SI	RTr
Th	AVA	PLL	CWTr	SI	
F	DL		SE	SI	RTr

SECOND HALF OF THE YEAR (5 months)

No. of Hours:

	2	1	1	1	1
M	M	CA	Ed Res	LT	
T	Ltst		CWT		RT
W	M	CA	Ed Res	LT	
Th	Ltst		CWT		RT
F	M	CA	Ed Res	LT	

KEY

1. AVA = Audio-visual aids
2. CA = Contrastive Language Analysis
3. CWTr = Advanced Composition
4. CWT = The Teaching of Written Composition
5. DL = Descriptive Linguistics
6. Ed Res = Educational Research

7. LT = Teaching of Literature
8. Ltst = Construction and Use of Test in English Classes
9. M = Methods and Techniques of TESL/TEFL
10. RT = The Teaching of Reading
11. RTr = Improvement in reading skills
12. SE = Structure of English
13. SI = Speech Training

Observations

It was proposed that Descriptive Linguistics be completed in the first half of the year so that students could do Contrastive Analysis in the second half. This subject was considered necessary to enable students to analyse languages and to carry out research. In case it was necessary to postpone the offering of the subject Construction and Use of Tests in English classes it might be taught two hours daily in the fourth quarter instead of in the second half of the academic year.

Subjects like Improvement of Reading Skills and Advanced Composition were meant to improve the trainee's own skills. The Teaching of Literature was a methods course designed to develop ability to teach understanding and appreciation of different types of literature. Educational Research would provide training in the use of various methods of educational research.

The view was expressed that the Long course might be too academic and that some students might not be able to cope with it. It was therefore suggested that this could be remedied by in-country screening of candidates and by individual tutoring in areas in which students had difficulties.

Since self-improvement or skill subjects would not be needed by some of the students, these were to be made optional, depending on the performance of students in tests which would help identify their needs.

There was also much discussion on whether the Centre should award diplomas and degrees. The view was expressed that students were degree-conscious and would want to return home with a degree. An observation was made that the Centre might have to affiliate with a university for it to award diplomas or degrees. In the end it was agreed to award a certificate, and to leave it to the Centre to decide the type of certificate to award.

Specialised advanced course

Specific objective: To update selected, high level, qualified key personnel in latest developments in language research, language teaching, and related fields.

Duration: 2.5 - 3 months

Timing: July to September of each year to coincide with the summer vacation when experts would be available.

Start: Initial course to begin in July 1969, or July 1970

Level: Advanced - for Specialists, Heads of Departments, and others with qualifications in TESL

Course members: 20 (2 from each country, and the rest of the quota to be filled on a pro rata alphabetical rotation basis).

Content

The recent developments in Applied Linguistics as applied to TESL/TEFL

e.g. Psychology of Language Learning
Psycholinguistics
Stratificational Grammar
Application of the transformational theory to TESL
Anthropological Linguistics
Sociolinguistics

Additional training programmes

The group recommended seminars of 2 to 6 weeks' duration to be held upon request of member countries when and where feasible.

Number of courses to be offered

			Total
1968	August to November:	1 Short course	1
	Subsequent Years		
1969	February - May:	1 Short course	
	August - November:	1 Short course	
	July - September:	1 Specialised shorter course (if feasible)	3
1970	Full Year		
	February - May:	1 Short course	
	August - November:	1 Short course	
	July - September:	1 Specialised shorter course	
	February - November:	1 Long course	4
1971 to 1973:	same as those for 1970		12
			20

Conclusion and recommendation

The above three types of courses be offered by the Centre. The additional training programmes be offered.

2. RESEARCH

Topics

2.1 Establishment of areas of research
2.2 Evaluation - evaluation of teaching programmes and techniques - comparative studies of teaching methods, materials, courses, etc.
2.3 Instructional materials research
2.4 Fundamental research - linguistic studies
2.5 Projects in the 3 main areas of research
2.6 Special material and equipment requirements
2.7 Facilities available in each member country for carrying out research projects listed under areas of research best carried out by member countries

Establishment of areas of research

Discussion

The three main areas of research envisaged in the First Report of the RELC Co-ordinating Committee were considered. These were:

(a) fundamental research - linguistic studies.
(b) general research statistics, course profiles, and English programmes in various member countries etc.
(c) evaluation of teaching methods, materials, courses etc.

It was agreed that item (c) should be given top priority since it was in this area that the needs of member countries were the most immediate.

The Group then discussed item (b) "general research" and decided that the subjects listed under this head, namely "statistics, course profiles, and English programmes in various member countries etc." should be considered later as part of "Information Centre Activities."

The Group was of the opinion that item (a) "Fundamental research" should be regarded as a long-term rather than an immediate requirement.

Conclusion and recommendations

Under "establishment of areas of research", Working Group II recommended the following order of priority:

(a) Evaluation - evaluation of teaching programmes, techniques, methods, materials and courses
(b) Instructional materials research
(c) Fundamental research - linguistic studies.

Evaluation - evaluation of teaching programmes and techniques - comparative studies of teaching methods, materials, courses, etc.

Discussion

The Group was of the opinion that the research activities of the Centre should be closely linked to the practical problems of TESL in member countries. There was a free exchange of views on the items proposed by member countries in their replies to the questionnaire, which were discussed seriatim.

Conclusion and recommendations

It was recommended that the following proposals be given top priority as immediate needs:

(i) A scientific evaluation should be conducted of TESL/TEFL programmes and syllabuses, curricula, teaching materials, examinations, methodological techniques and drills and audio-visual aids at present being used in all the member countries.

In addition, the following suggestions were made regarding research.

(a) Compare traditional grammar with transformational grammar, from the point of view of effectiveness as a basis for second language teaching;

(b) Compare traditional testing methods in traditional classes with structural tests in classes where a second language approach is used;

(c) Evaluate the various second language teaching approaches used in the countries of the region;

(d) Examine the advantages and disadvantages of the language laboratory in language teaching;

(e) Study the techniques of language laboratory programming.

(ii)(a) Research should be conducted into the optimum starting point for the learning of second and foreign languages;

(b) The problems of language transfer.

(iii) Research should be conducted into the problems of literacy and literacy regression in English of adult learners.

Instructional materials research

Discussion

Member countries considered precisely what types of research this heading was intended to cover. The members agreed that, since all member countries had requested structurally-graded reading materials, research leading to the production of such graded materials at various levels was desirable. The needs and requirements of member countries were carefully considered and the following recommendations were accepted.

Conclusion and recommendations

(i) Research into the production of structurally-graded reading materials at the beginning level of English instruction.

(ii) Research into the preparation of specially prepared texts for various levels and institutions in member countries as listed in the answers to Question 75 of the Questionnaire.

(iii) Research into materials for remedial teaching.

(iv) Research into the preparation of language testing materials.

(v) Research into the preparation of language teaching materials other than texts.

Fundamental research - linguistic studies

Discussion

It was earlier agreed that Fundamental research should be regarded as a long-term rather than an immediate requirement. The Group considered at length the implications of research into the field of descriptive analyses of the languages and dialects of member countries and contrastive analyses of English and the languages and dialects of member countries. The conclusion was reached that, in view of the tremendous amount of data and first-hand information required for such work, research into the descriptive analyses of languages and dialects of member countries should be undertaken by member countries under the guidance of the RELC. Notwithstanding, the Group considered that limited research projects into special aspects of the regional languages which were likely to have an enriching effect on the contents of the training courses should be undertaken at the discretion of the Centre Director.

Conclusion and recommendations

That research projects in the area of linguistic studies be given the following order of priority:

(i) Descriptive analyses of the languages and dialects of the Region and contrastive analyses of English and the languages and dialects of the Region (phonological/structural/cultural).

(ii) Problems of linguistic communication, intelligibility studies.

(iii) Research to establish essentials of English for adult learners.

(iv) Word-frequency counts relating to everyday social, vocational, philosophical and political needs.

(v) Applicability of transformational approach to TESL/TEFL.

Projects in the 3 main areas of research

Discussion

Each project in the 3 main areas of research proposed by member countries was carefully studied, item by item, from the following two points of view:

(i) whether the agreed project should be considered as an immediate need or a long-term requirement

(ii) whether the agreed project could best be carried out by member countries or by the Centre/scholars from outside the Region.

Conclusion and recommendations

Under the 3 main areas of research, the recommendations were as follows:

(a) Evaluation research

	Description of Projects	Whether best carried out by member countries or by the Centre
Immediate Projects	1. A scientific evaluation of TESL programmes and syllabuses, curricula, teaching materials, examinations, methodological techniques and drills and audio visual aids at present used in all the member countries	Centre
	2. Evaluation of ELS Teacher Education Programme	
Long Term Projects	3. Research into the optimum starting point for the learning of second languages and foreign languages	Member Countries
	4. Research into problems of literacy and literacy regression in English of adult learners.	Centre

(b) Instructional materials research

	Description of Projects	Whether best carried out by member countries or by the Centre
Immediate Projects	1. Research into the production of structurally graded reading materials at the elementary level of English **instruction.**	Centre
	2. Research into the preparation of specially prepared texts for various levels and institutions in member countries as listed in the replies to Question 75 of the Questionnaire.	Member countries and Centre
	3. Research into materials for remedial teaching	Member countries and/or Centre
	4. Research into the preparation of language testing materials	Centre
	5. Research into the preparation of language teaching materials other than texts.	Centre
Long Term Projects	NIL	

(c) Fundamental research

	Description of Projects	Whether best carried out by member countries or by the Centre
Immediate Projects	1. Descriptive analyses of the languages and dialects of the Region and contrastive analyses of English and the languages and dialects of the Region (phonological/structural/cultural)	Member Countries and/or Centre
	2. Problems of linguistic communication, intelligibliity studies	Centre
Long Term Projects	3. Research to establish essentials of English for adult learners	Centre
	4. Word-frequency counts relating to everyday social, vocational, philosophical and political needs	Centre
	5. Applicability of transformational approach to TESL/TEFL	Centre in conjunction with Indonesia and the Philippines

Special material and equipment requirements

Discussion

The Group discussed areas and needs of special material and equipment requirements.

Conclusion and recommendations

Member countries supported the provision for special material and equipment requirements depending on the needs of the specialist-experts undertaking the projects. At present the group envisaged the need of 2 - 3 portable tape-recorders, 2 calculators, 1 spectograph, 3 - 5 standard filing cabinets.

Facilities available in each member country for carrying out research projects listed under areas of research best carried out by member countries

Discussion

The Group was unable to categorise at this point exactly what facilities were available for carrying out research project in existing institutions of learning in member countries.

Conclusion and recommendation

Recommendations would be made when actual information on facilities was made available.

3. INSTRUCTIONAL MATERIALS

Discussion

3.1. Areas and levels where instruetional materials are required under long term or immediate projects

3.2. Areas where immediate assistance is required in the preparation of indigenous instructional materials

3.3. Forms of Instructional Materials

Discussion

Member countries studied the proposed three aspects of work on instruetional materials outlined below:-

(a) Collection, evaluation, experimental trial, modification and revision, and distribution of sampling of language instructional materials prepared in countries outside the Region.

(b) Preparation of descriptions and evaluations of materials developed for use locally in member countries and prospective member countries.

(c) Preparation, production and distribution of indigenous instructional materials (preparation to include experimental trial and other evaluative procedures). The provision of consultant assistance to member countries in preparing instructional materials for local use.

Since all member countries expressed satisfaction with the proposed functions, the three aspects of work were adopted.

Conclusion and Recommendation

That the three aspects of work on instructional materials be adopted.

Areas and levels where instructional materials are required under long term or immediate projects

Discussion

Member countries deliberated at length on areas and levels where instructional materials were considered essential. Two lists of areas and levels were proposed and accepted.

Conclusions and Recommendations

Under areas and levels of instructional materials the following were recommended separately under Immediate Projects and Long Term Projects.

Immediate Projects

(a) Structurally graded teaching materials and supplementary readers at elementary level of English instruction.

(b) Oral materials for the first six years of English instruction.

(c) The production of urgently needed standardised diagonostic and achievement testing materials in English.

(d) A programme of language laboratory materials and other self-instructional materials for teacher-training.

Long Term Projects

(a) Special English texts orientated to the needs of students in vocational, scientific, commercial and technical fields.

(b) Materials for remedial courses.

(c) A scientifically co-ordinated series of English teaching materials for English teaching from the elementary to the college level.

(d) The production of a full range of diagnostic and achievement testing materials for English.

(e) Standard textbooks based on constrastive analyses of the mother tongue and English.

(f) Suitable supplementary readers for all levels.

Areas where immediate assistance is required in the preparation of indigenous instructional materials.

Discussion:

The Group discussed the areas proposed under question 76 of the Questionnaire. Member countries made requests for consultant assistance in specific areas.

Conclusions and Recommendations

The following requests were made:

(i) Indonesia, Singapore and Thailand sought immediate consultant assistance in the preparation of textbooks.

(ii) Malaysia and Vietnam needed immediate consultant assistance in the development of curricula, preparation of English courses and syllabuses.

(iii) Laos, Malaysia, the Philippines and Thailand made requests for immediate consultant assistance in the production of standardized objective tests.

Forms of Instructional Materials

Discussion

The Group considered the forms of instructional materials to be prepared by the Centre e.g. textbooks, teachers' notes, pictures, charts, filmstrips, and tapes for the needs and requirements of member countries. In view of the diverse needs put forward by member countries, it was felt that forms of instructional materials could be better produced by the Centre to meet the needs of individual member countries through consultation.

Conclusion and Recommendation

That various forms of instructional materials (textbooks, teachers' notes, pictures, charts, film strips, tapes, etc.) be prepared by the Centre to meet the needs of individual member countries after ascertaining the needs and areas of requirements through consultations between individual member countries and the Centre.

4. INFORMATION CENTRE ACTIVITIES

Discussion

Member countries discussed the areas of activities as outlined below:

(a) Library

An up-to-date central library of linguistic and language education materials (books, periodicals and documents) will be developed and maintained for use by trainees and scholars coming to the Centre and for use by member countries on a rotating loan scheme.

(b) News Organ

A newsletter will be published periodically by the Centre for circulation to interested institutions in member countries, covering items of interest, e.g. important research in progress in the Region and in other places, news about the Centre, and suggestions to teachers.

(c) Liaison with Outside Organisations

The Centre will establish and maintain close relationships with Organisations such as the British Council Information Centre in England, the Center for Applied Linguistics in America, the Commonwealth Office of Education in Australia and with universities and other institutions outside the Region concerned with the teaching of English as a foreign language.

From the replies to question 78 of the Questionnaire, all member-countries were apparently satisfied with the list of activities outlined.

Conclusions and Recommendations:

The Group adopted and accepted the functions. In addition, the Group expressed the desire that the Centre should:

(i) encourage and assist the development of TESL/TEFL libraries in member countries; and

(ii) provide library and publication services in connection with materials of common interest.

5. PROMOTION OF REGIONAL CO-OPERATION

Topics

5.1. Regional Conferences and Seminars

5.2. Exchange of Teachers, Scholars and Specialists among Institutions in Member Countries

5.3. Technical Assistance to National Programmes

5.4. Other Projects to Promote Regional Co-operation

Regional Conferences and Seminars

(i) Topics for conferences and seminars arranged in a general order of priority.

(ii) Frequency of regional conferences and seminars.

(iii) A consideration of whether one annual seminar might be devoted to the planning of the content and administration of new courses envisaged for the following year.

Discussion

The Group looked for possible conference/seminar themes in the list of topics suggested by member countries (outlined in Working Paper 4), and found that the wide assortment of proposals did not lend itself to logical arrangement. It was clear, too, that the miscellaneous list reflected the disparity of needs as between individual countries. It was thus not possible to accept unchanged the suggested topics for seminars and conferences, far less to arrange them in any order of priority. After some discussion, it was agreed that the problem might be met by regrouping the topics under two major headings:

(a) "New developments in the theory and method of teaching and learning English" (this would cover mainly suggested topics 3, 4 and 5, and others in Working Paper 4);

(b) "The new role of English in national development and its contribution to the promotion of regional co-operation." (This would cover suggested topics 10 and 12).

There remained topic 9 which could not be fitted under either of the two major headings. It was therefore decided to recommend a smaller seminar (or workshop) to deal with this, with the title amended slightly as follows:

(c) "Techniques and materials for teaching literary, technical and commercial English."

The Group suggested that a large seminar might be held to discuss "New developments in the theory and method of teaching and learning English". As this seminar would be technical and professional in nature, and cover considerable ground, it would need to extend over a period of two weeks, with at least five participants from each country. This seminar would define the separate areas, and priorities, for future seminars and/or workshops. The frequency of such meetings could thus be decided on the basis of careful deliberation by this major seminar.

A general conference would be needed for the second topic "The new role of English in national devellpment and its contribution to the promotion of regional co-operation."

April 1968 had been fixed by the Co-ordinating Committee for the next Seminar/Conference. It was considered that either of the two major topics would be suitable for this. Points in favour and against were:

(i) The general topic (on the new role of English) would be preferable because the RELC would not yet be established by that time; but

(ii) The more professional topic (new developments in the theory and method of teaching and learning English) would show interested parties that the RELC was pursuing concrete and practical aims.

The third meeting (on techniques and materials for teaching English) would obviously have to follow the major seminar since its timing would depend on its position in any sequence of specialised topics in the field of the theory and methods of English teaching which might emerge from the discussions of this seminar.

Conclusions and Recommendations

(i) One general conference should be held after July 1968 but before 1970 to be followed by one major seminar;

(ii) Subsequent seminars and topics should depend on the outcome of the discussions at the major seminar; among these would be included, at its appropriate point in the sequence, the seminar on 'Techniques and materials for teaching literary, technical and commercial English'.

(iii) The timing and frequency of succeeding seminars and conferences should thus also depend on the conclusions of the major seminar referred to above.

(iv) An annual seminar to plan content and administration of new courses was not recommended as this should be the responsibility of the Co-ordinating Committee or its successor.

Exchange of Teachers, Scholars and Specialists among Institutions in Member Countries

Topics

(i) Types of personnel exchanges

(ii) Guide-lines for the organisation and administration of a Personnel Exchange Scheme.

Discussion

In considering the types of personnel exchange for the Region, the Group made reference to Working Paper 4 on the offers by countries towards regional co-operation, and to the RELC professional staff requirements indicated in the Co-ordinating Committee Report. It was agreed that the exchange of personnel and ideas should be given important consideration but the Group was hampered in its discussions because of the lack of information and knowledge of the specific needs of SEAMES countries. However, the following categories of personnel were thought to be relevant:

(a) Specialists in the use of Language Laboratories

(b) Specialists in Comparative Linguistics

(c) Specialists in Methodology (with a bias towards phonetics, the teaching of spoken English, teaching of reading and writing and teaching of literature).

(d) Specialists in Language Psychology, including testing and evaluation.

(e) Research Programmers

(f) Teacher educators with experience in school teaching, especially in the reading and writing of English as a second language.

(g) Specialists in Instructional Materials, with a bias towards textbooks, visual aids and programmed learning.

(h) Educators with experience in the preparation of reading materials for TESL/TEFL

(i) Educators with experience in gathering materials for supplementary readers for "remove classes".[1]

It was stressed that such personnel exchanges should not cause any reduction in assistance currently received from outside the region. Some or most of the exchanges would involve the attachment, on short or long term transfer, of specialists with outstanding qualifications, who could be spared by their home countries for such duty. In other cases, however, the programme might only involve an exchange of equals in capabilities, qualifications and status in their respective fields of specialisation. In either case, the important thing was to ensure that the services of a responsible educator would be available, full time, to tackle a problem which local personnel could not cope with either due to a lack of training facilities, or due to insufficient personnel.

The RELC Newsletter could serve as a clearing house for personnel exchanges, by providing information on (i) types of personnel available for regional assignment; (ii) areas where such assistance would be needed in member countries.

The Personnel Exchange Programme should be administered by the Co-ordinating Committee or a future executive board of RELC. With regard to conditions of attachment, it was agreed that a reasonably fair scheme might be organized on the following lines:

(a) For those who will be studying local conditions with a view to obtaining material and knowledge mainly for the benefit of themselves or their own country, a nominal subsistence allowance (together with incidontal facilities) could be paid by the RELC, the regular salaries would continue to be paid by the home governments.

(b) For those who would be making a direct contribution to the host country's English teaching programme, the RELC would undertake to pay their home salary as well as an inducement allowance, though not necessarily making the emoluments up to international level.

Conclusions and Recommendations

(i) More precise information on the type of personnel exchanges required by member countries would be needed for future guidance;

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[1] "Remove class" denotes an extra year of language instruction between the primary course and the beginning of the secondary course and involves a change of language medium of instruction.

(ii) Such intra-regional exchanges should not adversely affect current personnel aid schemes applied to member countries;

(iii) Conditions of attachment should make a distinction between exchange personnel benefiting from, and those giving help to, the host country.

Technical Assistance To National Programmes

(i) Types of technical assistance required

(ii) Areas in English teaching where such assistance is required.

A consultant offered a useful classification of "types of technical aid" under "equipment, fellowships and experts." It was decided that member countries should list the types of technical assistance required for submission to the RELC from time to time. A brief survey of existing needs was attempted. It was found that those countries with a well-established system of English teaching would regard this programme of technical assistance as supplemental to intra-regional aid exchanges. Other countries expressed a desire for technical aid in "every area of English teaching". In particular, reference was made to the priority needs for specialists in English descriptive linguistics, native speakers adequately prepared to teach English as a second language in Asian countries and to help in the preparation of reading materials. It was also suggested that it would be useful for RELC to arrange two weeks of orientation for native speakers of English recruited for work in the region. In the case of other areas of specialisation, first priority would be given to recruitment of personnel from within the region.

Conclusions and Recommendations

(i) Member countries should brief the RELC on the type of technical assistance needed from time to time.

(ii) It was evident that the assistance requested would cover a wide range, and should include equipment as well as personnel.

(iii) An orientation course would be useful for native speakers of English recruited under this programme.

(iv) Preference should be given to local personnel in the recruitment of experts in fields other than those where a native speaker was considered essential.

Other Projects To Promote Regional Co-operation

(i) Co-ordination and integration of the RELC's activities and programmes.

Discussion

The Group noted the overall importance of the emphasis on regional co-operative projects, having regard to the fact that SEAMES itself is based on this concept.

For regional co-operation to be effective, the RELC should co-ordinate its activities and programmes (e.g. research, scholarship and fellowship programmes, training courses etc.) and integrate them round a few central themes based on the problems of the Region. In addition to projects already outlined, other new approaches more easily implemented and with less preparation, might also be attempted. Some examples are suggested below:

(a) Exchange of instructional and examination materials.

(b) Study tours for teachers and other educators, preferably in connection with specific projects or demonstrations in the country or countries visited, e.g. for the purpose of giving them an understanding of the diverse environmental conditions for TESL/TEFL work. The study tours could come under the auspices of the RELC, but with subsidies from home governments or outside institutions.

(c) The RELC Newsletter should maintain an up-to-date list of new or current facilities available in member countries, so that interested persons in member countries might be kept informed of personnel exchange and other opportunities.

Conclusions and Recommendations

(i) RELC programmes would need to be properly co-ordinated to make regional co-operation effective.

(ii) In addition to major projects, minor co-operative schemes might also be pursued for their immediacy and ease of implementation.

6. ADMINISTRATION OF FINANCIAL GRANTS

Topics

6.1. Training Scholarships

6.2. Research Fellowships

6.3. Financial grants to National Programmes

Training Scholarship

(i) Number of Training Scholarships each year

(ii) Procedures and Guidelines for the administration of Training Scholarships

Discussion

The number and type of scholarships awarded each year would depend on the structure of the training courses current at the time.

Reference was made to the facilities provided and allowances paid under the Overseas Volunteers Service, U.K. Assistance (Teacher Training Awards Scheme), and the Colombo Plan Experts Schemes. (See Annex xiv)

It was considered that the RELC should provide all scholars whether under the 4 or 8 month course, air return passage, tuition fees, textbooks, monthly stipend (covering food, laundry, local transport and accommodation) adjustment allowance, insurance coverage and medical attention. The estimated total expenditure per scholar on a 4 month course would thus work out to about US$850/- as shown below.-

	(U.S.)
Air travel (taking the maximum distance - Philippines/Singapore) ...	$230.00
Textbooks	50.00
Monthly stipend (US$125 per month) ...	500.00
Adjustment allowance	50.00
Insurance Coverage (medical attention excluded)	20.00

The estimated total expenditure per scholar on a 8 month course would work out to about US$1,700/- as shown below:-

	(U.S.)
Air travel (taking the maximum distance - Philippines/Singapore) ...	$460.00
Textbooks	100.00
Monthly stipend (US$125 per month) ...	1,000.00
Adjustment allowance	100.00
Insurance Coverage (medical attention excluded)	40.00

The Co-ordinating Committee or future Executive Board should set up a sub-committee among their members to be charged with the responsibility of laying down the policy and procedures for the award of scholarships, research fellowships and financial grants to member countries. Such a sub-committee would obviate the need to convene the whole Board each time urgent award matters have to be discussed for quick action. The selection of scholars could be left to the discretion of the Director who would ensure that the guiding principles laid down by the Board are adhered to.

Conclusions and Recommendations

(i) The cost of each scholarship was estimated at US$850.00 and US$1,700 for the 4-month and 8-month course respectively.

(ii) An Awards Sub-Committee should be set up by the Co-ordinating Committee or future Executive Board to act on its behalf in regard to policy decisions concerning scholarships, research fellowships, and financial grants.

Research Fellowships

(i) Number of Research Fellowships each year

(ii) Procedures and Guidelines for the Administration of Research Fellowships

Discussion

Again, the number of Research Fellowships awarded each year would be dependent on the current scale of research activities planned for the Centre. For the immediate future, it was not expected that the 6 - 7 Fellowships per year would be exceeded, and the building plans would have to be geared according to this estimate.

In regard to future research projects which might be submitted to the Centre, it was suggested that they be deferred for the time being, so as not to delay implementation of the existing priorities.

Research Fellows should be appointed from within the region in the first instance. However, if too few or none of such Fellows were available, recruitment would have to be extended outside the region. In the latter case, financial sponsorship for the Research Fellows should, as far as possible, be sought from funding institutions abroad. All salaries should be graded according to an accepted international scale, though they might not need to come up to the same high level. If the home salaries of the Research Fellows are still paid by their respective institutions, these should be deducted from the total RELC emoluments.

Employment terms for Research Fellows of university calibre might be based on existing practice in the University of Singapore (see annex xv). In other cases, only lesser salaries would be payable.

Salaries might be fixed according to the following principles:

(a) All salaries for posts of comparable or equivalent grade to be the same, irrespective of whether the encumbents are of local or expatriate origin.

(b) Minor variations in the form of adjustment allowances, (covering children's education, housing, etc. where applicable) would be permissible for expatriate recruits. Such variations might be based on cost of living and other indices adopted by the foreign service of the respective countries concerned.

(c) Although salaries would be graded according to some accepted international code (e.g. UNESCO), the actual grading need not be on the same liberal scale, since the RELC would probably be less well funded by comparison with other world bodies.

Conclusions and Recommendations

(i) Planning for Research Fellows should be based on an estimate of about 6 - 7 a year for the present.

(ii) Local Research fellows should be appointed wherever possible.

(iii) Where expatriate fellows are employed, financial assistance should be sought from other institutions to pay their salaries wherever possible.

(iv) Salaries for Research Fellows should be based on the principle of parity modified by adjustment or inducement allowances where applicable. Although identified by international codes or grades, the salaries need not be as liberal as those paid by larger international organisations.

Financial Grants To National Programme

(i) Types of Grants required

(ii) Procedure and guidelines for the administration of such grants.

Discussion

The RELC should provide money for national programmes, but member countries would have to satisfy the following conditions for this aid:

(a) The domestic programme should already have been launched and under way;

(b) The home government should provide some financial support for the programme, and give an assurance that such support will be continued for the full implementation of the programme. Grants might be used for workshops or seminars which are aimed at starting or reinforcing a specific programme, but should not be mainly or wholly used for this purpose. In the absence of any background knowledge and details of the funds available, no recommendation could be made concerning the provision of financial aid on short or long term, or partial basis.

The Awards Sub-Committee should formulate the policy decisions and also make the awards relating to these grants.

Conclusions and Recommendations

(i) Financial grants to national programmes should be confined to deserving cases, and preferably for specific projects and not workshops/seminars per se.

(ii) The type of grant payable would have to depend on the financial resources which will ultimately be available to the RELC for such disbursements.

(iii) The Awards Sub-committee would act on behalf of the Co-ordinating Committee for the award of these grants.

7. SUPPORT TO SCHOLARS FROM OUTSIDE THE REGION

Topics

7.1. Categories of scholars to be supported

7.2. Types of facilities to be offered to such scholars

7.3. Procedures and guide-lines for supporting such scholars.

Discussion

It was agreed to change the heading to "Scholars not specifically sponsored by the RELC" in order to include private as well as institutional scholars, from both within and outside the Region. An example of the former are the university undergraduates or post-graduates seeking RELC's help to further their research. However, support would only be given to bona fide scholars.

Support should only be confined to administrative and professional assistance with no financial commitments.

The type of facilities to be offered to scholars had already been covered in Working Paper 4, viz. resource facilities of RELC library and staff, including documentation of the English language instruction situation in the countries of Southeast Asia.

The Director of the RELC should be given the discretion to decide on the form of support that might be given to the scholars.

Whether or not office/hostel accommodation should have to be provided for these scholars would be deferred for discussion under the section on "Staffing and Buildings". Such accommodation, even if provided would be on a limited scale only.

Conclusions and Recommendations

Aid to private scholars seeking the RELC assistance but excluding financial aid, would be freely given at the discretion of the Director, if their bona fides are established.

Accommodation facilities for such scholars, if they are to be provided, would be on a limited scale.

8. STAFF REQUIREMENTS

Topics

8.1. Review of staff requirements as proposed by the first meeting of the Co-ordinating Committee (pp.29, 30 of its Report).

8.2. Study of Building Plans for the RELC (pp.9, 10 of Report).

Discussion

To collate the reports of the three Working Groups a special meeting was held on the morning of 21st September. This meeting was attended by the Seminar Chairman, Project Director, Chairman of Working Groups, the Rapporteur-General and the consultants.

It was at first thought that 8 to 10 instructional staff members would be required, but upon closer examination with reference to teaching loads and subject areas it was felt that the number could be reduced. It became apparent that the number of professional teaching staff could not be determined within the time allotted to the Seminar as it would require (1) further clarification of the position and functions of research programmes, (2) a decision as to whether some or all of the staff professors would be expected to do research and/or supervise research programmes, and (3) an estimate of the number of full-time and/or itinerant research programmers.

In view of the fact that not all of the courses would be offered simultaneously and also of the need to plan a realistic teaching load, the Project Office was requested to consider phasing of activities and staff requirement for the first operational year and subsequent years.

Due to pressure of time it was decided to leave the final determination of the number of professional teaching staff to the Project Office. It was suggested that the following administrative and general service staff would be required:

Professional and Administrative

1 Director

Administrative

1 Bursar
1 Librarian/Documentation Officer
1 Assistant Librarian
1 Editor
1 Assistant Editor

General Service:

1 Secretary/stenographer
1 Language Laboratory Technician
1 Audio-Visual Aids Technician
1 Graphic Artist
2 Library Clerks/Typists
4 Typists
3 Clerks
3 Office Attendants
1 Hostel Warden
2 Watchmen
3 Cleaners
2 Servants/Gardeners

Further exploratory comments on matters concerning the professional staff were offered:

(a) The Librarian's post had now been amended to 'Librarian/Documentation Officer', to explain the need for an Assistant Librarian. In any case, the latter post should be asterised to indicate deferment of filling the post in the first two years. Furthermore, clarification would be needed as to whether or not there was overlap between duties of the documentation officer and those of the Editor.

(b) The post of Dean of Studies was considered to be covered by the establishment of the Director, at least in the first instance.

(c) It should be noted that opportunity ought to be given by the Centre to member country professional staff of high calibre for employment in the key posts.

(d) However, due to the Centre's immediate budgetary problems, recruitment for the posts could be canvassed from outside institutions (e.g. British Council, Ford, Rockefeller and Fulbright Foundations) as some of the posts might be wholly financed by donors.

(e) Since these institutions require sufficient time to process bids, it would be necessary for the RELC to take early steps to approach possible donors to provide prospective staff, if possible by direct invitation of specific persons known to be outstanding in the field of linguistics and English Teaching.

Conclusions and Recommendations

(i) The number of professional teaching staff would be determined by an analysis of the areas of instruction to be covered;

(ii) Teaching load and phasing of recruitment would also have to be considered by the **Interim Project** Office with the assistance of volunteer Seminar delegates after the close of the Seminar.

(iii) Urgent action would need to be taken by Interim Project Office to submit personnel bids to interested international organisations as soon as tho staff requirement had been determined.

9. UTILIZATION OF THE RELC SITE

The original plans proposed the provision of "12 offices of substantial size" for the professional staff. This number would have to be ascertained in the light of final decisions to be made by the Project Office on staff requirements. One point still not yet settled was the office accommodation for private scholars wishing to make use of the RELC facilities. Opinion was divided on this issue, but the majority appeared to be of the view that such transient visitors need not be given separate offices at the RELC. However, the Project Office and the architect would look into this problem further and see whether it would be possible to provide some form of accommodation for these scholars. If there were extra hostel capacity at any given moment, residential facilities might be offered to these scholars at a rate to be fixed by the Director.

Working Group 1 requested

(a) that care be taken in the location of the duplicating room and the publications office to avoid disturbing the quiet in the library

(b) that provision be made for demonstration classrooms:
1 demonstration classroom to be located in the Centre with capacity for 30 students with adjoining observation room separated by a one-way mirror that allows for clear vision and hearing of what is going on in the classroom.
2 similar demonstration classrooms each with an adjoining observation room - one in a primary school and one in a secondary school.

It also queried Item 13 Page 9 of SEAMES/PC/CC1 regarding the necessity for 4 double lecture-rooms.

Working Group 2 suggested that in addition to original proposals there should be 3 more research programmers, 3 more offices and 3 more residential quarters.

On September 20, the plenary session recommended that the final decision on the utilisation of the building site be left to the Co-ordinating Committee, the Project Director, and the architectural consultant.

On September 21 in the special meeting of the Seminar Chairman, Project Director, Chairman of Working Groups and Rapporteur-General, residential facilities for students and research fellows were re-affirmed.

The proposed provision for 70 single rooms was thought to be adequate. In regard to staff quarters, opinion was again divided as to whether or not the provision of housing allowances would be more economical as well as more attractive to the staff themselves than the provision of staff flats on the Centre campus. It was clear, however, that a number of flats would have to be built within the complex to house personnel such as the hostel warden. It was agreed that the matter be referred to the Project Director and the architectural consultant.

Conclusion and Recommendation

(i) The draft building plans contained in the Report of the First Meeting of the Co-ordinating Committee would have to be amended in accordance with changes to be made in the number of staff, nature of project activities, and cost of analysis as provided by the architectural consultant.

Annex 1

Address by Mr. Kwan Sai Kheong, Permanent Secretary
and Director of Education, Singapore
at the Opening Ceremony of the First Regional Seminar
on the Development of
the SEAMES Regional English Language Centre in Singapore

Conference Hall, Singapore
18th September, 1967
9.20 a.m.

Distinguished Delegates, Ladies and Gentlemen,

We are gathered here this morning for the Opening Ceremony of the First Regional Seminar on the development of the SEAMES Regional English Language Centre to be established in Singapore. I am deeply honoured to have this opportunity of addressing you on this very important and auspicious occasion. I should like, first of all, to extend a very warm welcome to the distinguished delegates from Indonesia, Laos, Malaysia, the Philippines, Thailand and South Vietnam. Not only have we all the SEAMES countries represented here, but the delegates are themselves either distinguished educators on the academic staff of universities and teachers colleges or high efficials of ministries of education. They bring with them to this Seminar a wealth of scholarship and a pool of experience which is rarely gathered together in this region. If I may say so, the choice of delegates of such high calibre by all the SEAMES member countries is in itself a measure of the importance they attach to the Regional English Language Centre and of the confidence they have in the success of this project. To the Consultants, who are internationally known experts in their own field, I extend an equally warm welcome. I have no doubt that their expertise will help to solve many technical problems in the course of this Seminar.

Last but not least, let me extend a very special welcome to our Observers who, as we all know, represent prospective donor countries and institutions, without whose support our plans may never see the light of day.

2. Since the first meeting of the Southeast Asian Ministers of Education in Bangkok in November 1965, when the Interim SEAMES was established and when the idea of regional co-operation in educational matters was first conceived, a great deal has been accomplished. Through the hard work and devotion of the interim Secretariat under the able leadership of its interim Director, Dr. Kaw Swasdi Panich, who, unfortunately, is unable to be with us, no less than four major projects are now in an advanced stage of planning. One of them is the Regional English Language Centre, for which Singapore is proud to have been chosen as the location. We have already established an interim project office in the University of Singapore, through the kindness of the university authorities, who have made available suitable offices on a temporary basis. We have also seconded two officers from the Ministry of Education to the project office, including a Project Director in the person of Mrs. Tai Yu-Lin. The Singapore Government has also agreed to provide a plot of land in a very desirable part of the city as the site for a permanent building to house the Regional English Language Centre. I understand that the business of this Seminar is to ascertain the needs of the SEAMES member countries in English Language teaching, to define the functions of the Centre and design courses in terms of those needs, to examine the professional, administrative, and financial problems of the Centre, and to determine the space requirements of the building itself.

It is hoped that, at the conclusion of this Seminar, the Project Office would have the necessary guidance and information to proceed to the drawing up of a blue print for the permanent Centre.

3. The task before you is enormous, but the results of your deliberations will have far-reaching benefits for the whole of South-east Asia. Although the SEAMES member countries have each their own national language, there is little doubt that English will continue to be a language of commerce, of science, of technology and of international communication for a long time to come. The very fact that I am addressing you in English and that the Seminar will be conducted in English is an indication of its importance as a means of communication. Indeed, if we were to conduct this Seminar in our various national languages, it is doubtful if we would be able to find the necessary interpreters and translators to enable us to make ourselves understood. As far as Singapore is concerned, English is one of the four official languages and our people can choose to have their children educated in schools using any one of the four official languages as the medium of instruction. If the medium of instruction chosen is not English, the compulsory second language studied is, again by free choice of the parents, English. We have come to realise that English is essential to our economic well-being and that it can enrich, rather than dissipate, the diverse cultural heritage of our multiracial and multilingual Republic.

4. It is my hope that, in between business sessions, the distinguished participants in this Seminar will find time to get acquainted with our island Republic and its people. To those of you who are here for the first time, I hope you will find it worthwhile to come back again. To those of you who have been here before, perhaps many times, I hope that custom has not staled Singapore's infinite variety. To all of you I wish every success in your deliberations and an enjoyable stay.

5. I now have much pleasure in declaring open the First Regional Seminar on the Regional English Language Centre.

Address by Mr. Thavisakdi Srimuang representing Dr. Kaw Swasdi Panich, SEAMES Director, given at the Opening Ceremony, the Regional Seminar on Project Activities, SEAMES Regional Language Centre, Singapore, September 18, 1967

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Mr. Permanent Secretary and Director of Education, Madame Chairman of the Coordinating Committee, Members of the Regional Seminar, Distinguished Guests, Ladies and Gentlemen:

First of all, Dr. Kaw Swasdi Panich, SEAMES Director, asks me to convey to you his great regret that the pressure of business in Bangkok prevents him from participating in person in this important First Regional Seminar of the SEAMES Regional English Language Centre. He charged me and Mr. S.Y. Han, Senior SEAMES Official seconded by Singapore, to attend this meeting on his behalf and to offer whatever advice and assistance we can towards a successful conduct of the Regional Seminar.

Barely two years ago the Education Ministers and representatives of six Southeast Asian countries met with Mr. Eugene R. Black in Bangkok to express their interest in regional cooperation in education and to declare their resolve to find ways and means of developing the idea. The first concrete step taken was the setting up of an ad hoc SEAMES secretariat to prepare project proposals for the consideration of the Ministers at a subsequent meeting. Ten project areas were studied, feasibility-tested, and subjected to scrutiny by laymen and experts. The resultant project plans were submitted to the Second Conference of the Ministers in Manila in November 1966. And the proposed Regional English Language Centre to be located in Singapore was one of the project proposals that received strong support from the Ministerial Conference.

It has been ten months since the Ministerial Conference in Manila gave its approval to the establishment of the proposed Regional English Language Centre, and thereby authorized SEAMES to organize and provide for the necessary pre-project preparation to launch the project on a permanent footing.

To achieve that objective, the President of the Council of Ministers, SEAMEC, has appointed a Coordinating Committee to provide the appropriate policy guidance and to see to it that the necessary pre-project activities are carried out in order that a firm foundation may be laid for the permanent establishment of the project. The United States Government has provided the necessary financial support to meet all the pre-project expenses. Through the courtesy of the Government of Singapore and by arrangement with the University of Singapore, an Interim Project Office has been opened in a building of the University, and an Interim Project Director and staff have been appointed. The SEAMES Secretariat cannot emphasize too strongly that it is upon the strength and calibre of this Interim Project Office that the success of the project so much depends.

As you are already well aware, it was the Coordinating Committee which recommended that every participating member country of SEAMES should conduct a national seminar or a survey to identify its own needs and requirement so that a more specific Plan of Operation can be spelt out. The present Regional Seminar was, as I understand it, designed to provide a forum for professional experts in the field from both within the region, and from outside, to discuss and clarify their national requirements, to exchange views and opinions and establish professional contact and, most important of all, to assist the Project Office in its preparation of the Plan of Operation. Such a plan, to be successful in its operation, will need the support and encouragement of all the participants in this Regional Seminar, as well as the large number of the English language specialists, teachers and administrators now working in your own home country. It is heartening to realize that even at this developmental stage of the project preparation, a large number of such professionals in the field in our region have already begun to get involved in our project and have shown concern that it has every chance of success.

It is expected that the Plan of Operation that will emerge from this Regional Seminar will be examined carefully by the second meeting of the Coordinating Committee which will be held in Kuala Lumpur between the 10th and 13th October 1967, instead of being held in Vientiane between the 3rd and 6th October as announced earlier.

The next step would be to submit the plan for approval by the Third Ministerial Conference which is tentatively scheduled to be held in Indonesia during the first week of December 1967. The SEAMES Secretariat would suggest that the Plan of Operation be made specific enough to indicate the proposed activities of the Centre, the nature of benefits that member countries can receive, and the obligations or commitments that they will have to shoulder. Member countries' acceptance of the projected Plan of Operation is, in the SEAMES view, a prerequisite for a successful mobilizing of funds to establish and operate the Regional Centre. For every donor country, or organization, or foundation that is likely to assist the project financially and technically will certainly wish to receive the assurance that the project it is going to support is really wanted and accepted by the member countries in the region. Thus, the logic seems to be that, over and above the U.S. Government's grant, external financial assistance from other sources will be forthcoming in significant amount only when member countries have shown their willingness to accept the project. And such acceptance is possible only if the project is designed to be useful, not too onerous financially, and is basically viable. And the SEAMES Secretariat believes that it is within the power of this Regional Seminar, together with the Coordinating Committee and the Interim Project Office to make the project realistic and acceptable.

Ladies and Gentlemen of the Regional Seminar, educational innovation is very much in the air nowadays, and while we should be on our guard against gullibility, we should also avoid the attitude of the proverbial ostrich. If new educational technology can help us solve our problems, and solve them quickly, then it would be foolish to overlook the potentials of such new approaches.

To conclude then, this Regional Seminar represent an exercise in regional thinking and decision-making. The success of this mode of operation will give us greater confidence in opening up new fields of cooperation in education in our region. And so, on behalf of the SEAMES Secretariat, I wish the Regional Seminar a great success in its deliberations.

Statement by Mrs Tai Yu-lin, Interim Project Director
at the Preliminary Session of the
First Regional Seminar on project activities of the
SEAMES Regional English Language Centre
at the Singapore Conference Hall,
18th September, 1967

Distinguished Delegates, Ladies and Gentlemen,

On behalf of the Interim Project Office, I should like to extend my warm welcome to all Delegates, Observers and Consultants of this Seminar. I consider participating in this Seminar a valuable opportunity and a privilege. It is not often that we assemble so many distinguished specialists in the educational world of Southeast Asia. It is envisaged that the deliberations of the four-day Seminar will be most fruitful.

Allow me to recapture a few salient features in the project activities of the Regional English Language Centre that are relevant to this Seminar. In convening this Seminar, we are acting on the recommendations of the First Meeting of the Regional English Language Centre Co-ordinating Committee held in Singapore in June this year. At that meeting the Co-ordinating Committee recommended the immediate establishment of an Interim Project Office in Singapore under the direction of an Interim Project Director. One of the initial responsibilities of the Interim Project Office was to ascertain the English teaching needs and requirements of SEAMES member countries. It was recommended that the First Regional Seminar be held in Singapore in September this year to collate and evaluate the needs and to recommend a detailed programme of project activities to be carried out in the first 5 operational years of the Regional English Language Centre. I am happy to report that since the Co-ordinating Committee met in June, things have taken place according [illegible] in spite of the fact that the Interim Project Office with a full-time staff was established as late as 2nd August.

The terms of reference of this Regional Seminar on the development of the SEAMES Regional English Language Centre are:

1. To analyse the functions of theRegional English Language Centre, which have been approved by the Co-ordinating Committee, in order to derive the professional rationale (philosophy and objectives)for the establishment of the Centre. (Please see Functions of the Centre listed in paragraph 8 on pp 22 - 23 in the Report of the First Meeting of the Regional English Language Centre Co-ordinating Committee).
2. To establish guidelines and formulate Regional English Language Centre programmesand project activities for a projected 5-year period and to list them in a general order of priority.
3. To determine the personnel, materiel and facilities requirements which are necessary to carry out the formulated programmes and project activities.

Four Working Papers have been prepared for this Seminar. These Working Papers are summaries compiled from the responses submitted by SEAMES member countries to the Questionnaire for collecting information concerning the teaching of English in member countries (SEAMES/RELC/OP1). Working Paper I attempts to give a summary of the present situation of English teaching in SEAMES member countries. It is hoped that this summary will be considered a useful general background paper. Working Papers 2, 3 and 4 attempt to summarise proposals on the activities to be undertaken by the Regional English Language Centre and have been compiled from the responses submitted by member countries to Part II of the Questionnaire which was to establish the needs and requirements in accordance with activity areas agreed upon by the Co-ordinating Committee. In view of the fact that this Seminar will make recommendations on the overall programme of the Regional English Language Centre to provide useful services in the established activity areas, Working Papers 2, 3 and 4, which contain proposals from member countries covering most of these areas, will no doubt be studied carefully during the Seminar. I should like to explain that in the preparation of the Working Papers, objectivity was the criterion and this necessitated the recording of a few inconsistencies and contradictory proposals. It is expected that during this Seminar clarifications will be made.

The Working Papers 2, 3 and 4 as well as the agendas for Working Groups have been classified in accordance with the established activity areas, namely, Training Courses; Research; Instructional Materials; Information Centre Activities; Promotion of Regional Co-operation; Administration of Financial Grants; and Support to Scholars from outside the Region. It is proposed that 3 Working Groups be established this morning, each with a Chairman, to consider during four Working Group Sessions, all aspects of the listed activity areas in the following way:

Working Group I	to study activities related to training
Working Group II	to study activities related to research, instructional materials and the information Centre, and
Working Group III	to study activities related to the promotion of regional co-operation, the administration of financial grants, and support for scholars from outside the region.

The Singapore Secretariat is providing secretarial assistance for each Working Group.

It is also proposed that the agendas, when approved by you, be used as guidelines for discussion by Working Groups. The agenda for each Working Group covers all the relevant points in the Working Paper prepared for that Group as well as additional points to be considered in order that a complete description of the project proposals may emerge from your deliberations. It is suggested that you use the agendas for stimulating your thinking and creating more points for discussion and inclusion in the Seminar Report.

The important output of our Seminar should be a definite set of project plans for the various activity areas. The Seminar report should reflect the careful and considered opinions of our participants and contain project proposals and related recommendations made sufficiently explicit to permit the Interim Project Office to develop from them detailed programme plans, staffing and materiel plans, building plans and a realistic budget.

In order to facilitate matters, I should also like to propose that all major recommendations by Working Groups be submitted to the Secretariat at the end of each day so that the Secretariat staff may be given time to collate and arrange in a proper order such recommendations for discussion in the General Session on Wednesday afternoon.

No doubt in your deliberations there will be points over which cross-fertilisation and a certain amount of co-ordination between Working Groups will be necessary. An example is when you discuss building plans. It may be necessary then for the Chairmen of the respective Working Groups to meet outside Working Group Sessions. Should it happen that you are not able to reach a concensus on any project proposal, it might be advisable to pass the undecided issues on to the Co-ordinating Committee for further deliberation at their second meeting in October. It is appropriate to mention here that the Seminar recommendations and views will assist the Co-ordinating Committee to formulate a Plan of Operation connected with the institutional establishment of the Regional English Language Centre for submission to SEAMES and for the consideration of the Ministers of Education at their third conference in December this year.

In conclusion, allow me to mention that the Interim Project Office is indebted to the Singapore Local Planning Committee for its assistance given to the Office in processing the data and information submitted by SEAMES member countries and in preparing the Working Papers for this Seminar.

Annex IV

Regional English Language Centre Project Activities
FIRST REGIONAL SEMINAR

LIST OF PARTICIPANTS

1. Delegates

Nominees from Indonesia:

(i) Dr. Samsuri,
Dean,
Faculty of Education,
Literature and Arts,
Institute of Education, Malang.

(ii) Mr. Giri Kartono,
The Directorate General of
Basic Education, Djakarta.

(iii) Mrs. S.L. Alisjahbana,
Lecturer,
Faculty of Letters,
University of Indonesia,
Djakarta.

Nominee from Laos:

(i) Miss Viengsay Sananikone,
Vientiane.

Nominees from Malaysia:

(i) Enche Chong Seck Chim,
Assistant Adviser (Schools),
Ministry of Education,
Kuala Lumpur.

(ii) Enche Muthu Coomaraswamy
Kailasapathy,
Lecturer,
Malayan Teachers College,
Pantai Valley, Kuala Lumpur.

(iii) Che Fatimah binte Hamid Don,
Lecturer,
Faculty of Education,
University of Malaya,
Kuala Lumpur.

Nominees from Philippines:

(i) Miss Hortensia S. Benoza,
Acting Assistant Chief,
Division of Publications and
Documentation,
Bureau of Public Schools,
Manila.

(ii) Miss Fe Manza,
Supervisor of English,
Elementary Education Division,
Bureau of Publix Schools, Manila.

(iii) Professor Aurora L. Samonte,
College of Education,
University of the Philippines,
Diliman, Quezon City.

Nominees from Singapore

(i) Mrs. Molly Ng Kuen Seong,
Specialist Inspector/English
as Second Language,
Inspectorate,
Ministry of Education.

(ii) Dr. R.J. Owens,
Lecturer,
Teachers' Training College,
Paterson Road,

(iii) Mr. Joseph Conceicao,
Acting Director of the
Department of Extra-Mural Studies,
University of Singapore.
Bukit Timah Road,

Nominees from Thailand:

(i) Professor Nopakhun Tongyai,
Head, English Department,
Arts Faculty,
Chulalongkorn University, Bangkok.

(ii) Dr. Fungfaung Kruatrachue,
Assistant Professor of English,
College of Education (Patumwan),
Bangkok.

(iii) Momluang Boonlua Debyasuvarn,
Senior Educator,
Ministry of Education, Bangkok.

Nominees from Vietnam:

(i) Dr. Le Van,
Director of Studies,
Language Arts Section,
Faculty of Pedagogy,
University of Saigon, Saigon.

(ii) Dr. Dao Thi Hoi,
Assistant Professor of English,
Saigon Faculty of Medicine, Saigon.

(iii) Mr. Tran Canh Xuan,
Ministry of Education,
Saigon.

2. Representatives from SEAMES, Bangkok

(i) Mr. Thavisakdi Srimuang (Thailand)
SEAMES Executive Secretary

(ii) Mr. S.Y. Han (Singapore)
Senior SEAMES Official

3. Interim Project Office Staff

(i) Mrs. Tai Yu-lin,
Project Director

(ii) Mr. Norman de Souza,
Administrative Officer

4. Observers

(i) Dr. Paninee Sagarik,
Lecturer in Linguistics and
TESL Methodology,
Faculty of Education,
Chulalongkorn University, Bangkok

(ii) Mr. Richard Dye,
Ford Foundation Representative

(iii) Mr. Timothy Scott,
British Council Representative

(iv) Mr. Philip Page,
Asia Foundation Representative,

(v) Miss R. Blesing,
Colombo Plan Adviser to C of E.
Vientiane, Laos

5. Consultants

(i) Dr. Robert Jacobs,
Regional Education Adviser,
U.S. Embassy, Bangkok.

(ii) Mr. J.H. Faulhaber,
Consultant to Interim Project Office

(iii) Mr. Kee Yeap,
Architectural Consultant

6. Singapore Secretariat

(i) Mr. Henry Chia,
Ministry of Education,
Singapore

(ii) Mr. Ng Fook Kah,
Ministry of Education,
Singapore

(iii) Mr. Naranjan Singh
Ministry of Education,
Singapore

(iv) Mr. R. Mosbergen,
Principal,
Pasir Panjang Secondary School,
Singapore.

SEAMES Regional English Language Centre Pr
First Regional Seminar, 18th - 21st Sep

TIME-TABLE

MONDAY 18th SEPT.		TUESDAY 19th SEPT.
9.00 - 9.20 a.m.	Registration	9.00 - 12.00 Noon Session II of Working Groups (10.30 - 10.45 a.m. Coffee break.)
9.20 -10.15 a.m.	Opening Ceremony Opening Address by Mr. Kwan Sai Kheong, Permanent Secretary & Director of Education, Singapore Message from SEAMES Director	
10.15 - 10.45 a.m.	Reception	
10.45 - 12.00 noon	General Session I Election of Chairman, Vice-Chairman and Rapporteur-General of the Seminar Statement by Mrs. Tai Yu-lin, RELC Project Director Establishment of Working Groups I, II & III and Election of Chairmen of Working Groups Approval of proposed agendas for Working Groups	
12.00 - 2.00 p.m.	Lunch	12.00 - 2.00 p.m. Lunch
2.00 - 5.00 p.m.	Sessiln I of Working Groups	2.00 - 5.00 p.m. Session III of Working Groups (3.30 - 3.45 p.m, Coffee break) 5.00 - 6.30 p.m. General Session II
(3.30 - 3.45 p.m.	Coffee break)	

Annex v

Regional English Language Centre Project Activities
Regional Seminar, 18th - 21st September, 1967

TIME-TABLE

	TUESDAY 19th SEPT.	WEDNESDAY 20th SEPT.	THURSDAY 21st SEPT.
an r e- lin, Groups of s das	9.00 - 12.00 Noon Session II of Working Groups (10.30 - 10.45 a.m. Coffee break.)	9.00 - 12.00 noon Session IV of Working Groups (10.30 - 10.45 a.m. Coffee break.)	9.00 - 11.00 a.m. Meeting of Chairmen of Working Groups 9.00 - 12.00 noon Free Morning for delegates. Sight-Seeing Tour (including visitation of site for RELC)
	12.00 - 2.00 p.m. Lunch	12.00-2.00 p.m. Lunch	12.00-2.00 p.m. Lunch
	2.00 - 5.00 p.m. Session III of Working Groups (3.30 - 3.45 p.m, Coffee break) 5.00 - 6.30 p.m. General Session II	2.00-3.30 p.m. Session V of Working Groups (3.30 - 3.45 p.m. Coffee break) 3.45 - 6.30 p.m. General Session III Presentation of Reports by Chairman of Working Groups & Discussion.	2.30-4.30 p.m. General Session IV Presentation and Adoption of Seminar Proposals Communique Closing Ceremony 4.30 p.m. Tea

SEAMES Regional English Language Centre Project Activities
FIRST REGIONAL SEMINAR
AGENDA FOR WORKING GROUP I

TOPIC: TRAINING COURSES

1. Types of courses to be offered by the Regional English Language Centre and the order of priority to be given to these courses

   (a) Courses of high priority

   Recommendations for each course on
   - (i) Duration and timing
   - (ii) Objectives
   - (iii) Level
   - (iv) Content (Syllabus in detailed outline form)
   - (v) Number of course members
   - (vi) Special features, if any

   (b) Courses of lower priority

   Recommendations for each course on
   - (i) Year in which course is to be introduced
   - (ii) Duration and timing
   - (iii) Objectives
   - (iv) Level
   - (v) Content (Syllabus in detailed outline form)
   - (vi) Number of course members
   - (vii) Special features, if any

2. Lecturing and tutorial staff

   Recommendations on number and subject areas in
   - (i) 1st operational year
   - (ii) Subsequent years

   (pp 29 - 30 of Report of the First Meeting of the Regional English Language Centre Co-ordinating Committee for reference)

3. Special instructional material and equipment requirements

4. Utilization of building site. Building plans of the Regional English Language Centre for high standard of training. (Brief description of provisional building plan for the RELC submitted by Singapore on pp 9 - 10 of the Report of the First Meeting of the Regional English Language Centre Co-ordinating Committee for reference).

5. Any other matters.

SEAMES Regional English Language Centre Project Activities
FIRST REGIONAL SEMINAR

AGENDA FOR WORKING GROUP II

TOPIC: A. RESEARCH
B. INSTRUCTIONAL MATERIALS
C. INFORMATION CENTRE ACTIVITIES

A. Research

1. Establishment of areas of research

   Recommendations on

   (i) Terminology for areas of research

   (ii) Immediate projects in each area of research arranged in general order of priority and objectives of each project

   (iii) Long-term projects in each area of research arranged in general order of priority and objectives of each project

   (iv) Number and duties of Research Programmers (Centre Staff)

   (v) Special material and equipment requirements

2. Approaches to research

   Recommendations on research projects (listed under 1(ii) and (iii) above)

   (i) best carried out by the Centre

   (ii) best carried out by Member Countries

   (iii) best carried out by scholars from outside the region

3. Facilities available in each member country for carrying out research projects listed under 2(ii) above

4. ELS Teacher Education Programme (Dr. Robert Jacobs to join Group for discussion)

5. Any other comments on research activities of RELC

B. Instructional Materials

1. Areas and levels where instructional materials are required

   (i) Immediate projects in each area arranged in a general order of priority

   (ii) Long-term projects in each area arranged in a general order of priority

2. Areas where immediate consultant assistance is required

3. Forms of instructional materials.

2. Research Fellowships

   Recommendations on

   (i) Number of Research Fellowships each year

   (ii) Procedures and Guidelines for the administration of Research Fellowships

3. Financial Grants to National Programmes

   Recommendations on

   (i) Types of Grants required

   (ii) Procedures and Guidelines for the administration of such Grants.

C. Support to Scholars from outside the Region

   1. Categories of scholars to be supported

   2. Types of facilities to be offered to such scholars

   3. Procedures and Guidelines for supporting such scholars

D. Any other matters

   1. Staff Needs

   2. Building Requirements

SEAMES Regional English Language Centre Project Activities

FIRST REGIONAL SEMINAR

AGENDA FOR WORKING GROUP III

TOPICS:	A.	PROMOTION OF REGIONAL CO-OPERATION (INCLUDING EXCHANGE OF PERSONNEL AND TECHNICAL ASSISTANCE TO NATIONAL PROGRAMMES)
	B.	ADMINISTRATION OF FINANCIAL GRANTS
	C.	SUPPORT TO SCHOLARS FROM OUTSIDE THE REGION

A. Promotion of Regional Co-operation

1. Regional Conferences and Seminars

   Recommendations on

   (i) Frequency of regional conferences and seminars

   (ii) Topics for conferences and seminars arranged in a general order of priority

2. Exchange of teachers, scholars and specialists among institutions in member countries

   Recommendations on

   (i) Types of personnel exchanges

   (ii) Guidelines for the organisation and administration of a Personnel Exchange Scheme

3. Technical assistance to national programmes

   Recommendations on

   (i) Types of technical assistance required

   (ii) Areas in English teaching where such assistance is required

4. Other projects to promote regional co-operation (to be arranged in a general order of priority)

B. Administration of Financial Grants

1. Training Scholarships

   Recommendations on

   (i) Number of Training Scholarships each year

   (ii) Procedures and Guidelines for the administration of Training Scholarships.

C. Informational Centre Activities

1. Library facilities

2. News Organs

D. Building plans and special facilities for research, production of instructional materials and information centre activities (A brief description of the provisional building plans for the Regional English Language Centre on pp 9 - 10 of Report of the First Meeting of the Regional English Language Centre Co-ordinating Committee for reference)

E. Any other matters

1. Staff Needs for Instructional Materials and Information Centre Activities.

Officers of the SEMINAR

Chairman - Mrs. Molly Ng Kuen Seong of Singapore

Vice-Chairman - Dr. Samsuri of Indonesia

Rapporteur-General - Professor Nopakhun Tongyai of Thailand

Working Group I.

Professor Aurora L. Samonte (Philippines) Chairman

Dr. Samsuri (Indonesia)

Enche Muthu Coomaraswamy Kailasapathy (Malaysia)

Mrs. Molly Ng Kuen Seong (Singapore)

Professor Nopakhun Tongyai (Thailand)

Dr. Le Van (Vietnam)

Miss Viengsay Sananikone (Laos)

Secretary - Mr. Naranjan Singh

Working Group II.

Dr. Dao Thi Hoi (Vietnam) Chairman

Mr. Giri Kartono (Indonesia)

Che Fatimah binte Hamid Don (Malaysia)

Miss Fe Manza (Philippines)

Dr. R. J. Owens (Singapore)

Dr. Fungfaung Kruatrachue (Thailand)

Secretary - Mr. Ng Fook Kah

Working Group III.

Enche Chong Seck Chim (Malaysia) Chairman

Mrs. S.L. Alisjahbana (Indonesia)

Miss Hortensia S. Benoza (Philippines)

Mr. Joseph Conceicao (Singapore)

Momluang Boonlua Debyasuvarn (Thailand)

Mr. Tran Canh Xuan (Vietnam)

Secretary - Mr. Henry Chia

WORKING PAPER 1

A summary of the present situation of English teaching in SEAMES member countries

This summary has been compiled from the answers submitted by member countries to Part I of the Questionnaire (SEAMES/RELC/OP1)

A summary of the present situation of English teaching in SEAMES member countries

1. Linguistic background

(i) Official - A language used as legally appropriate for all political and cultural purposes.

INDONESIA	LAOS	MALAYSIA	PHILIPPINES	SINGAPORE	THAILAND	VIETNAM
Indonesian	Lao French	Malay English	English Pilipino Spanish	Chinese English Malay Tamil	Thai	Vietnamese

(ii) Group - A language used primarily by the members of a single ethnic or cultural group.

INDONESIA	LAOS	MALAYSIA	PHILIPPINES	SINGAPORE	THAILAND	VIETNAM
Local Languages	Lao	Malay English Chinese Tamil Kadazan Bajau Murut Iban	English Pilipino Spanish Chinese Vernaculars (around 87)	Chinese English Malay Tamil	Chinese Malay	French English Chinese

(iii) Wider Communication - A language for communication across language boundaries for purposes of trade and commerce within the nation.

INDONESIA	LAOS	MALAYSIA	PHILIPPINES	SINGAPORE	THAILAND	VIETNAM
Indonesian	Lao French English	Malay English	English Pilipino	English Malay	Thai	Vietnamese

(iv) Educational - A language used as a medium of instruction at some level in the educational system.

INDONESIA	LAOS	MALAYSIA	PHILIPPINES	SINGAPORE	THAILAND	VIETNAM
Indonesian Local Languages	Lao French English	Malay English Chinese Tamil	English Pilipino Spanish Vernaculars (around 87)	Chinese English Malay Tamil	Thai	Vietnamese Chinese

(v) Literary - A language used primarily for literary or scholarly purposes.

INDONESIA	LAOS	MALAYSIA	PHILIPPINES	SINGAPORE	THAILAND	VIETNAM
Indonesian	French	Malay English Chinese Tamil	English Pilipino Spanish Vernaculars (around 87)	Chinese English Malay Tamil	Thai	Vietnamese French English

(vi) Technical - A language used primarily as an access to international technical and scientific literature.

INDONESIA	LAOS	MALAYSIA	PHILIPPINES	SINGAPORE	THAILAND	VIETNAM
English	French English	English	English	English	English	French English

2. Structure of the school system

INDONESIA	6 years of primary school education; 6 years of secondary school education.
LAOS	6 years of primary school education; 4 + 3 years of secondary school education.
MALAYSIA	6 years of primary school education; 7 years of secondary school education (including Sixth Form). (Extra year at beginning of secondary course for change of language medium).
PHILIPPINES	6 - 7 years of primary school education; 4 years of secondary school education.
SINGAPORE	6 years of primary school education; 2 years of vocational education at secondary level or 4 years of technical, commercial or academic secondary education leading to 2 years of pre-university education.
THAILAND	4 + 3 years of primary school education; 3 + 2 years of secondary school education.
VIETNAM	5 years of primary school education; 7 years of secondary school education.

3. Place of English in the school curriculum

INDONESIA

(a) English is compulsory from the first year of secondary school.

(b) English is studied for 6 years.

LAOS

(a) English is an optional subject in all state and state-supported schools.

(b) English begins from the 7th year and is studied for 7 years.

MALAYSIA

(a) English is compulsory from the first year for English and Malay medium schools in West Malaysia. First year for all schools in East Malaysia. Third year for Chinese and Tamil medium primary schools in West Malaysia. (No secondary schools in these media).

(b) English is studied for 13 years: 4 years in primary and 8 years in secondary, including transition year.

PHILIPPINES

(a) English is compulsory from Grade I in all schools and in some, even kindergarten.

(b) English is studied for 6 - 7 years in primary schools; 4 years in high school; 2 - 10 years collegiate.

SINGAPORE	English is compulsory in English medium schools where English is taught from the 1st year of primary school to the end of secondary school or pre-university level. In the Non-English medium schools, English is treated as an optional subject like any other second language but it happens that in these schools most pupils opt to do English as second language and study it throughout the school years at primary and secondary levels.
THAILAND	(a) English is compulsory from the 5th year. (b) English is studied for 8 years.
VIETNAM	(a) English is compulsory either as 1st foreign language from 1st year of secondary school (1st cycle) or as 2nd foreign language from 5th year of secondary school (2nd cycle).

4. Demand for knowledge of English

INDONESIA	Increasing at the academic level.
LAOS	Increasing at the middle and upper levels.
MALAYSIA	Increasing at secondary and tertiary levels.
PHILIPPINES	Increasing at all levels - particularly educational and professional sectors, college and post-college; for commercial, official, and social activities.
SINGAPORE	Increasing in the schools at primary and secondary levels, and among the young adults especially of the age group 18 - 25.
THAILAND	Increasing at every level except in remote rural areas.
VIETNAM	Increasing at all levels.

5. Linguistic aims of the English course

INDONESIA	The aims of the English course are mainly understanding and reading.
LAOS	The aims of the English course in school are understanding, speaking, reading and writing. Understanding and speaking are aims outside the school.
MALAYSIA	All-round proficiency in the English language.

PHILIPPINES	Proficiency in the four language skills to be able to communicate in it in school, government and commerce; plus ability to use it on the literary level in the college or university.
SINGAPORE	We aim at all four - understanding, speaking, reading and writing.
THAILAND	The aims of the English course are understanding, speaking, reading and writing.
VIETNAM	Formerly, the aims were reading and writing but at present, understanding, speaking, reading and writing are given equal share of importance.

6. English programmes at post-secondary level

INDONESIA	Remedial English programmes and regular English language classes.
LAOS	Regular English language classes in the Law School with French as medium of instruction.
MALAYSIA	Remedial English programmes (in some cases) and regular English language classes (where needed).
PHILIPPINES	Remedial English programmes in some colleges, regular English language classes.
SINGAPORE	Remedial English programmes and regular English language classes.
THAILAND	Remedial English programmes and regular English language classes.

VIETNAM	Remedial English programmes and regular English language classes.

7. Courses taught in English at post-secondary level

INDONESIA	None
LAOS	None
MALAYSIA	College level: Arts, Science, Commerce, Agriculture, Technical and Teacher Training courses. University level: Arts, Science, Commerce, Economics, Engineering, Medicine, Dentistry, Agriculture, Education, Public Administration courses.
PHILIPPINES	All courses except language classes other than English.
SINGAPORE	Pre-university classes: All courses in English medium schools. Mathematics, Science and Economics in the Non-English medium schools. Nanyang University: Courses in commercial studies, Political Science and Science. University of Singapore: All Faculties and Schools with the exception of the Department of Chinese. Teachers' Training College: All courses for training English medium primary and secondary school teachers. Singapore Polytechnic & Vocational Institute: All courses in Engineering, Building, Architecture, Accountancy and Nautical Studies except Navigaion.

Agencies/Institutions for Management and Business Administration: Most of the courses.

THAILAND — When there are foreign lecturers, their courses are conducted in English.

VIETNAM — None

8. Instructional materials used at school level

Key: In - INDONESIA, L - LAOS, M - MALAYSIA,
P - PHILIPPINES, S - SINGAPORE, T - THAILAND,
V - VIETNAM.

(a)	School texts in English imported for use.	In,L,M,P,S,T,V.
(b)	School texts in English written by nationals to cover the official syllabus.	In,M,P,S,T,V.
(c)	Texts in English produced by the Ministry of Education.	In,P,T,V.
(d)	Texts in English produced outside the country but recommended by the Ministry of Education.	L,M,P,T,V.
(e)	School texts for teaching English in languages other than English	L,V.
(f)	Pictorial wall charts specially produced or officially recommended.	In,L,M,P,S,T.
(g)	Tape recorders.	L,M,P,S,T.
(h)	Language laboratories.	L,P,T.
(i)	Radio and/or TV programmes produced for schools.	M,P,S,T.
(j)	Language films and film strips.	L,M,P,S,V (Very limited number)
(k)	Gramophone records.	L,M,P,S,T.

9. School subjects taught in English

INDONESIA	Only English at all levels.
LAOS	In English medium schools - private schools (International and American schools) all subjects except Lao and French. In College of Education (English section) all subjects except Lao and French.
MALAYSIA	Primary level (state schools): - All subjects if in English medium schools. - English language only for other media schools. Secondary level (state and private schools): - All subjects if in English medium schools. - English language only in Malay medium schools. - English language, Science, Maths, in private Chinese medium schools.
PHILIPPINES	All subjects from Grade III on in the public schools except Pilipino. All subjects from Grade I on in private schools except Pilipino and other language subjects as Spanish. All subjects in college except foreign language courses and Spanish.
SINGAPORE	In English medium schools: All subjects except second languages. In Non-English medium schools: Mathematics in primary I of Government Chinese schools as a pilot project. In Chinese schools, Science and Mathematics at pre-university level.
THAILAND	None

VIETNAM	None except English.

10. Facilities for the production of books and instructional materials in English

INDONESIA	State: Material Development Board of the Ministry of Education and Culture. Private: Individual writers or authors.
LAOS	Depending on USAID and USIS - mostly printed in Manila Lao Photo Press. Mimeographed materials produced at the College of Education (English section)
MALAYSIA	There are 16 local publishers engaged in text book publishing for English medium primary and secondary schools.
PHILIPPINES	Most production of books and instructional materials is done by private printers. Some books and materials are printed in government printing offices as follows: Bureau of Printing; Materials Production Section; Bureau of Public Schools; Regional Materials Production Centers; Curriculum Services of Manila City Schools.
SINGAPORE	Present machine capacity is adequate to cover the demand in Singapore and Malaysia, and more if necessary. It has been said that Singapore cannot compete with Hongkong. This is not so. Several local printers haven given proof that Singapore prices are competitive. Hongkong has been cheaper in the past because of the lower wage standards prevailing there but during the past few years,

	Singapore has been able to match Hongkong prices due to increased mechanisation, modern machinery and greater efficiency. Some large publishers of textbooks have now placed their printing in Singapore and we hope that others will follow suit. Singapore printers have imported and installed well over S$8,000,000 worth of machinery during the past few years and the opinion is that Singapore is equipped to produce any printing work of international standards. Scripts, or typefaces, do not present any problem. All printers have English types. Materials, such as paper and inks are readily available. Importers and bookprinters hold adequate stocks of the paper of the popular types in the normally used sizes and substances and if a job should require exceptionally large quantities of paper, this can be obtained from Australia, Japan and even Scandinavia within 8 weeks. Foreign currency is no problem. An international ink manufacturer is established in Singapore and provides all the services required.
THAILAND	All kinds, except qualified personnel with time to devote to it, and financial assistance when needed.
VIETNAM	The Instructional Materials Center has sufficient facilities for the production of books and instructional materials such as printing plant, press, offset press, silk screen, wood work.

11. Adequacy of suitable textbooks and supplementary reading materials for English teaching at school level

<table>
<tr><th></th><th>Primary level</th><th>Secondary level</th></tr>
<tr><td>INDONESIA</td><td>No</td><td>No</td></tr>
<tr><td></td><td colspan="2">The situation in the Senior High Schools (the last three years of the secondary school) is very bad, since our Ministry has not produced (yet) any texts for this level. Different schools in even the same town or city will use different books, so that measurement of the students' knowledge of English is very difficult beyond the classical or individual. The situation is such that many times teachers resort to preparing their students for passing the final examination only, but not aiming at the students' mastery of the language. The situation in vocational schools is worse, for the same reason.</td></tr>
<tr><td>LAOS</td><td>None</td><td>No suitable textbooks in use.</td></tr>
<tr><td>MALAYSIA</td><td>Yes</td><td>Yes. However, there is a shortage of suitable supplementary readers for the transitional year.</td></tr>
<tr><td>PHILIPPINES</td><td>No</td><td>No</td></tr>
<tr><td>SINGAPORE</td><td>No</td><td>No</td></tr>
<tr><td></td><td colspan="2">The situation is to be improved at both primary and secondary levels.</td></tr>
<tr><td>THAILAND</td><td>No</td><td>No</td></tr>
<tr><td>VIETNAM</td><td>No</td><td>Yes</td></tr>
</table>

12. Teachers and teacher training Institutions

	INDONESIA	LAOS	MALAYSIA	PHILIPPINES	SINGAPORE	THAILAND	VIETNAM
Total No. of English Teachers in State and State supported schools	About 500	37	Malaya (Eng Med 15031) (Non-Eng Med 4080) Sabah Approx. 800 Sarawak Approx. 3000	All teachers in pri. schs. 2000 in High schools	1250 in Non-Eng Med schs. 10504 in Eng Med	Most of 7662 teachers in ele schs. 8894 in sec. state schs.	440
No. who are University graduates	About 25%	1	574	100%	Not Available	32% in sec. schools	1/3
No. of Normal Schools	300	3	16 (Pri. Teacher Training Inst.)	-	N/A	11	5 (no teachers trained for tg Eng)
No. of Training Colleges	150	1	13	9 state & 170 private	1 Govt. Teachers' Trg Col. Enrol. 6000	15	None

	INDONESIA	LAOS	MALAYSIA	PHILIPPINES	SINGAPORE	THAILAND	VIETNAM
No. of Universities	75	-	1	5 state & 170 private	2 Univs. + Polytechnic (Govt) and Ngee Ann Col. (Private)	8 Univs. & 4 Cols. of Edun. granting B.A. in Ed.	4 Faculties of Pedagogy. 2 are very new.
Annual output of English teachers from Normal Schools.	-	-	Malaya 380 (Pri. Tr. Trg. Inst.) Sabah 60 (Pri. Tr. Trg. Inst.) Sarawak nil	-	N/A	-	nil
Annual output of English teachers from Training colleges.	50	-	Malaya 500 Sabah 30 Sarawak 350	-	Approx. 600	-	-
Annual output of English teachers from Universities	75	-	Malaya 100 (About ½ majoring in Eng, Meth.) Sabah A few Sarawak A few	-	Approx. 130	-	50

	INDONESIA	LAOS	MALAYSIA	PHILIPPINES	SINGAPORE	THAILAND	VIETNAM
Entry qualifications to Normal Schools	Junior High School Diploma	After pri. sch. Entrance exam. in aural perception	For Pri. Tr. Trg. Inst. - Cambridge Sch. Cert./ Malaysian Cert. of Ed	N/A	N/A	End of 10th year of sch.	Graduates of Sec. schs + passing entrance exam.
Entry qualifications to Training Colleges	Senior High Sch. Diploma + ele reading knowledge of English	N/A	Cambridge Sch. Cert./ Malaysian Cert. of Edun/Higher Sch. Cert.	Graduation from high sch. In Govt. schs, passing of Entrance exam by those belonging to upper 50% may enrol in normal col.	TTC: Cambridge Sch. Cert. with 3 credits one of which must be English Lang for Pri. trs. trg. courses or Higher sch. cert. (Eng. A level) for sec. trs. trg courses	Completion of Normal Schs.	-

	INDONESIA	LAOS	MALAYSIA	PHILIPPINES	SINGAPORE	THAILAND	VIETNAM
					University graduates for graduates Trg Courses		
Entry qualifications to Universities	Senior High Sch. Diploma + ele reading knowledge of English	N/A	Higher School Cert. or equivalent	Graduation fr high sch. In Govt. schs, passing of Entrance exam by those belonging to upper 50% may enrol in normal cols.	For the Eng med courses at Univ. of S'pore Cambridge Higher Sch. Cert. with relevant subjects and highly competitive. Minimum requirement of applicants: 2 subject passes at Prin. level and pass	Holders of Min. of Edun. Sec. Sch. Cert. (12 yrs of sch). Must pass competitive entrance exam conducted jointly by Univs, through National Council of Edun.	For admission to Faculty of Pedagogy: 1 yr of Univ. Eng in Faculty of Letters + passing highly competitive entrance exam.

	INDONESIA	LAOS	MALAYSIA	PHILIPPINES	SINGAPORE	THAILAND	VIETNAM
					in General Paper *or* 1 sub pass at Prin. level, 2 subjects passes at Subsidiary level and pass in General Paper.		

13. Special courses for training teachers of English

	Availability of special courses	No. of TESL specialist teacher-educator
INDONESIA	Yes	Approx. 200
LAOS	Yes	3
MALAYSIA	Yes	About 16 in Teacher Training Institutions and 3 more in Faculty of Education, University of Malaya. A few others are not engaged in teacher training but are employed in schools.
PHILIPPINES	Yes	Approx. 270
SINGAPORE	Yes	10 full-time at TTC, University of Singapore and Nanyang; 10 TESL specialists who have done part-time lecturing and 15 TESL specialists who have not done lecturing so far but are available in the schools.
THAILAND	Yes	Approx. 40
	Yes	10

14. Average number of pupils in an English class

	State		Private	
	Pri.	Sec.	Pri.	Sec.
INDONESIA	-	30	-	25
LAOS	-	35 (French section)	-	-
		20 (English section)		
MALAYSIA				
Malaya	25 (R)	25 (Rural)	-	50 (U)
	45 (U)	40 (Urban)		
Sabah	40	35	40	30
Sarawak	40	35	40	40
PHILIPPINES	50	45	40	45
SINGAPORE	42	40	40	35
THAILAND	45	45	45	45
VIETNAM	-	55	-	80

(R) - Rural
(U) - Urban

15. Number of hours of English teaching in school

Primary

	INDONESIA	LAOS	MALAYSIA			PHILIPPINES		SINGAPORE		THAILAND	VIETNAM
			Malaya & Sarawak		Sabah	State	Private	Eng Med	Non-Eng Med		
			Eng Med	Non-Eng Med							
1st year	-	-	7	2	7	$1\frac{1}{2}$	9	$7\frac{1}{3}$	$3\frac{1}{2}$	-	-
2nd year	-	-	7	2	7	$1\frac{1}{3}$	9	$7\frac{1}{3}$	$3\frac{1}{12}$	-	-
3rd year	-	-	7	2	7	$6\frac{2}{3}$	9	$6\frac{5}{12}$	$3\frac{1}{12}$	-	-
4th year	-	-	$6\frac{2}{3}$	2	7	$6\frac{2}{3}$	9	$6\frac{5}{12}$	$3\frac{1}{12}$	-	-
5th year	-	-	6	2	7	$6\frac{2}{3}$	9	$6\frac{2}{3}$	$3\frac{1}{12}$	5 or 3	-
6th year	-	-	6	2	7	$6\frac{2}{3}$	9	$6\frac{2}{3}$	$3\frac{1}{12}$	5 or 3	-
7th year	-	-	-	-	-	-	-	-	-	5 or 3	-

Secondary

	INDONESIA	LAOS		MALAYSIA			PHILIPPINES	SINGAPORE		THAILAND	VIETNAM
		Eng Med	Frh Med	Malaya & Sarawak		Sabah[2]		Eng Med	Non-Eng Med		
				Eng Med	Non-Eng Med						
1st year	3	28	-	4	$2\frac{2}{3}$	6	$6\frac{2}{3}$	$4\frac{2}{3}$	4	4 or 6	6
2nd year	3	10	2	4	$2\frac{2}{3}$	6	$6\frac{2}{3}$	$4\frac{2}{3}$	4	4 or 6	6
3rd year	3	6	2	4	$2\frac{2}{3}$	6	$6\frac{2}{3}$	$4\frac{2}{3}$	4	4 or 6	6
4th year	3	6	2	$2\frac{2}{3}$	2	3	$6\frac{2}{3}$	$4\frac{2}{3}$	4	4 or 6 or 8	6
5th year	3	6	3	$2\frac{2}{3}$	2	3	-	8	$4\frac{2}{3}$	4 or 6 or 8	4
6th year	3	-	-	$2\frac{2}{3}$	$1\frac{1}{3}$)	-	-	8	$4\frac{2}{3}$	4 or 6 or 8	4
7th year	-	-	-	$2\frac{2}{3}$	$1\frac{1}{3}$)[1])	-	-	-	-	-	4

Note: 1 At the discretion of the head-teacher to prepare students for the examination approved by the Director.

2 In Non-English medium schools in Sabah the hours are roughly as for Malaya.

16. Whether it is an official requirement that English lessons should be conducted in English

INDONESIA	No
LAOS	No
MALAYSIA	Yes
PHILIPPINES	Yes
SINGAPORE	Yes
THAILAND	Yes - fulfilled in most university classes, some secondary schools, and a few elementary schools.
VIETNAM	Yes

17. Average standard of spoken English of the locally trained English language teachers

	Primary	Secondary
INDONESIA	-	Fair
LAOS	N/A	N/A
MALAYSIA	Fair to Good	Good
PHILIPPINES	Fair (fluent but with mistakes in grammar and pronunciation)	Good
SINGAPORE	Good	Very good; we hope to further improve standards.
THAILAND	Mostly poor, some good, a few very good.	Mostly fair, some very good.
VIETNAM	-	Fair to Good

18. Method employed and recommended by Ministry of Education

	Method employed	Whether officially recommended
INDONESIA	Structural aural-oral	Yes
LAOS	The structural aural-oral method is used except in the French medium Lycee where the grammar translation is employed.	N/A
MALAYSIA	Dependent on medium of instruction in schools; usually structural method	Answer same as that given to 'Method employed'.
PHILIPPINES	Structural aural-oral in primary schools; traditional grammar in private primary and high schools.	The Ministry does not recommend any method.
SINGAPORE	Structural aural-oral	Yes
THAILAND	Structural aural-oral and grammar-translation	-
VIETNAM	At present, the aural-oral method in Vietnamese schools.	Yes

19. Whether local research in TESL is done

INDONESIA	No
LAOS	Yes
MALAYSIA	Yes
PHILIPPINES	Yes
SINGAPORE	Yes
THAILAND	Yes
VIETNAM	No at present

20. Whether English literature appears as a separate subject in the school curriculum

INDONESIA	Yes, at advanced stage (University level).
LAOS	Yes
MALAYSIA	Yes, in Forms IV, V, VI.
PHILIPPINES	Yes, at High school and college.
SINGAPORE	Yes, at secondary schools (English medium) from Secondary I onwards.
THAILAND	Yes, at teacher training, Colleges & Universities.
VIETNAM	Yes, at the Universities.

21. Examinations in English

(The great differences in examination systems in member countries rendered it impossible to summarise the replies in the objective-type format used for items 1 - 21 of this Summary. It was decided therefore to summarise the replies to questions on examinations in a more composite manner.)

It seemed important to include a section of the Questionnaire which asked for information about examinations in English Language for several reasons:

a) there is at the same time a shortage of jobs in some member countries and also a shortage of well qualified people to fill those posts which offer the best chance of a career with promise of advancement e.g. in Government service, the larger commercial firms and so on;

b) In consequence a certificate or diploma testifying to success in a generally recognized examination not only carries status in itself, but is an indispensable weapon in the competitive struggle for the better job-opportunities;

c) In consequence the main end of school going is often taken to be the acquisition of a good certificate, diploma or baccalaureate;

d) In consequence teaching suffers from the 'backwash' effect of important school examinations, and tends to become subordinate to training for examination success.

For a number of reasons the majority of examination papers in all subjects included in the usual school curriculum tend to test the students' factual knowledge. This knowledge is of the kind that can be "swotted up", and is usually demonstrated in written answers to questions which seek to test it. One might say that the examination questions tend to be exclusive and narrow ("Do you know this or that?") rather than inclusive and broad ("Show me what you know"). While the study of English as a second language must obviously involve factual knowledge and memorization, the ability in English which all the submitted syllabuses propose as the aims of the course is the ability to use the language rather than to know facts about it. Thus Indonesia expresses its aim as producing in students an ability in the skills of understanding, speaking, reading and writing such that they will have a working knowledge of English for the purpose of further study of technical and scientific knowledge most easily available in the English Language. Thailand, too, calls for an ability to use English in everyday life and to know sufficiently for the purpose of further study of topics whose texts are in English. Singapore stresses in its syllabus the utilitarian aims of English language study along similar lines, and so does Malaysia. The same aims may be inferred in Vietnam from an examination of the course followed by language teachers in the University of Saigon.

The reasons for the Questionnaire section on examinations are, therefore, plain. Given that the rather sweeping assertions (a - d above) have some validity the RELC Project Office wished, among other things, to discover to what extent the examination of English language, as at present conducted, had or had not a beneficial "backwash effect" on the classroom teaching methods most likely to attain the aims set out in the various syllabuses.

Unfortunately, not all member countries were able to give us all the information requested. In one or two cases it was not clear from the examination papers submitted what level they were intended for; in another case the supplementary information was so voluminous that there has not been adequate time to digest it. In one country English is the medium of instruction at a relatively early stage; in others some schools use English as a medium of instruction and others do not; in others again English is not the medium of instruction in any school. The age at which the study of English is begun varies from country to country and in one member country it is the second "Second Language" and not the first "Second Language".

All this was to be expected, but in the short time at our disposal to process the returned Questionnaires before the Seminar began it has not been possible to crystallise any very useful generalisations from the information received relevant to examinations of English. Despite this, one or two tentative conclusions and some comments may be offered.

CONCLUSIONS AND COMMENTS

CONCLUSIONS

1. For the majority of countries the attainment of students in the use of English is not of significance to their upward progress through school, either from grade/class to grade/class or from stage to stage. (It is of some significance in the Philippines, and in Singapore at Secondary III level)
2. All countries are moving towards objective-type testing, and the examination of English is usually a combination of objective type and traditional written type.
3. Despite the primacy of oral skills laid down in syllabuses and essential to modern language teaching techniques, oral examinations do not figure to any significant extent - the Philippines is an exception - and are not regarded as equally important when they do.
4. In only one country - the Philippines - is the class teacher responsible for examining his/her pupils' attainment throughout their career at school. In all other countries a final examination at the secondary level is much the most important one that the students will take, and it is set either by the local Ministry of Education or by an overseas examination centre.
5. The teaching texts used in the study of English are produced outside the country in the majority of cases. It is impossible to say whether they are selected to fit the syllabuses or whether the syllabuses are derived from the texts.

COMMENTS

The above conclusions are offered neutrally, i.e. without any intended bias towards or away from the local status quo. In commenting however, one is overtly offering opinion, and moves to more disputable ground. Nevertheless one ventures to say that even a cursory study of the examination question papers submitted reveals apparent dificiencies in various areas. These can be indicated least invidiously by posing questions which arise from a comparison of the question papers sent in.

1. What exactly are the examinations testing and why?
2. How does one decide on the optimum quantity of response to be expected in the time available to candidates?
3. What exactly is understood by an objective-type test?
4. What determines the choice of distracters (wrong choices)?
5. How is equality of difficulty as between successive papers best achieved?
6. How much written 'composition' should be included?
7. How comprehensible are rubric and answer instructions to lower grade/class students?
8. How is pronunciation and the oral form of language best tested?
9. How valid and how reliable are the papers as a test of competence in English in terms of syllabus requirements?
10. What use is made of the answered question papers to modify either the subsequent papers, the teaching methods or both?
11. How much material should be tested at one examination and how should it be selected?
12. Are our successful examination candidates proficient in the skills and to the extent that the syllabus aims to produce?
13. Is a centralised examination "better or worse" in principle than class-teacher prepared examinations, and if so how?
14. Are overseas examinations relevant to local needs?
15. Do comprehension questions test comprehension abilities or paraphrasing abilities?

Annex xii

WORKING PAPER 2

Summary of proposals on the activities to be undertaken by the Regional English Language Centre

Topic: TRAINING COURSES

1. This summary of proposals on the activities to be undertaken by the Regional English Language Centre has been compiled from the answers submitted by member countries to Part II of the Questionnaire (Questions 60 to 67 under Training Courses).

2. The summary has been specially compiled for discussion by Working Group I.

3. After each summary of replies to the questions asked in the Questionnaire, a RECOMMENDATION is made containing the points which, it is suggested, should be considered by the Working Group.

Key:		
	(In)	- INDONESIA
	(L)	- LAOS
	(M)	- MALAYSIA
	(P)	- PHILIPPINES
	(S)	- SINGAPORE
	(T)	- THAILAND
	(V)	- VIETNAM

Summary of proposals on the activities to be undertaken by the Regional English Language Centre

COURSES

It has been proposed that the Regional English Language Centre should offer the following courses:

(i) Intensive courses of about 8 months' (1 academic year) duration for selected qualified teachers to train them in new content and methods to a level of competence required for providing a high standard of instruction in national teacher training programmes.

(ii) Shorter courses of about 4 months' duration for staff-members of teacher training institutions, supervisors/inspectors and other key personnel to refresh them on developments in new approaches to the teaching of English as well as to look into particular areas of research.

60. Which of the above two types of courses are you likely to be more interested in during the first two years of the Centre's activity?

REPLIES Member-countries were equally divided among

(a) those who preferred the Shorter courses;
(b) those who preferred the Intensive courses;
(c) those equally interested in both types of course.

(P) pointed out that the Shorter courses would offer a wider and more immediate impact.

(T) pointed out that fewer people would be qualified for the short courses and they would be people difficult to spare from their jobs. For the longer courses, more people would be qualified and they would be more easily spared.

RECOMMENDATION

that Working Group I should consider in detail the following two points:

(i) whether both types of courses should be offered.
(ii) which of the two types should the RELC organise first.

---

61. How many members of your education service would be likely to attend courses of the above two types during the first two years?

REPLIES (In) -- between 10 and 20 (subject to the first courses being successful).
(L) -- 5 or 6.
(M) -- 20 to 30 (depending on leave conditions and allowances from RELC).
(P) -- public sector: 4/5 at a time.
private sector: 200 (tentative, subject to availability of finance).
(S) -- 10 to 15.
(T) -- minimum of 20.
(V) -- 10 per year.

Clearly, the numbers quoted above are sufficient to warrant the organisation of courses by the RELC.

RECOMMENDATION

that Working Group I should consider the number of course members envisaged in the light of the above replies.

---

62. In reference to 61 above, please indicate their present appointments, and, if not self-evident, their duties. Please group them under major categories such as teacher-educators, school inspectors, lecturers with special responsibilities for TESL.

REPLIES 6 countries would send teacher-educators - (In) (M) (P) (S) (T) (V)
4 countries would send supervisors - (M) (P) (S) (T)
2 countries would send university lecturers - (P) (T)
1 country would send inspectors-in-training - (V)

1 country would send Heads of English Departments - (P)
1 country would send student-teachers (College of Education graduates) - (L)
2 countries would send experienced teachers - (M) (S)

The status of those likely to attend courses at the RELC thus seems to be in accordance with the original proposal that the Centre should aim at attracting key personnel from the member countries. The only exceptions are the proposal from Laos to send student-teachers. This point can be discussed under Question 63 below.

RECOMMENDATION

that Working Group I should note the above replies.

---

63. Specify other types of courses, if any, which the RELC might arrange to satisfy your needs and requirements.

REPLIES One country (In) was satisfied with the courses as proposed. A large number of additional courses was suggested, but only one type of course was proposed by more than one country; this was

(1) Course in the teaching of the Reading and Writing of English as a Second Language. (L) (P)
This might be linked with a "course for the teaching of reading consultants, especially in primary schools" proposed by (M).
The other suggestions were:

(2) Short course (seminar) of 4-6 weeks duration, "to clarify points of confusion". (T)

(3) Course on tests and measurements in education in general and in foreign language teaching in particular. (T)

(4) Short course (seminar) of 2-6 weeks on the role and behaviour of language in human communication and the role of English in international communication. (T)

(5) Short course (seminar) on the exploitation of Radio and T.V. in language teaching (this could perhaps be included in other courses). (T)

(6) In-service courses (or lecture series) on methods and content, as well as new approaches in teaching English (i.e. a combination of the content proposed for the two types of courses originally envisaged. (P)
(7) Course on material preparation. (P)
(8) Course of study in Southeast Asian languages. (P)
(9) Courses in language research, psycholinguistics and literary appreciation. (P)
(10) Residential courses in Advanced English. (S)
(11) Language Training for senior personnel. (S)
(12) Course in Technical English. (S)
(13) 3-month intensive course for teachers of English (preferably to be held June-August annually). (V)
(14) A course in the techniques of teaching English to adult learners. (S)
A course in the techniques of preparing textbooks for adult learners. (S)
(15) The training of personnel to carry out research in to the languages of the region. (P) (T)
(16) 3-month course on remedial work for primary school teachers. (M)
(17) 3-month course on A.V.A. and language laboratory techniques. (M)

RECOMMENDATION

that Working Group I should consider the above proposals and

i) decide which of the additional courses proposed should be considered the most important. It is suggested that special attention be given to a consideration of (13), a course for teachers of English, since this proposal is also implicit in the reply of Laos to Question 62 above.

ii) to list the courses recommended in some order of priority.

---

64. If you have suggested other types of courses under Question 63 and the Centre were able to arrange them, how many members of your education service would be likely to attend such courses in the first two years of the Centre's activity? Specify the type of personnel as under 62 above.

REPLIES (In) --

(L) -- a small number; type of personnel the same as for the Courses listed before Question 60.

(M) -- 5 primary teacher-educators,
10 practising teachers,
4 method/speech training lecturers or teachers.

(P) -- about 4 teacher-educators,
10 supervisors.

(S) -- 10 experienced teachers/teacher-educators/supervisors

(T) -- about 5, or twice that number if the courses were offered during April-May.
The personnel would be those with post-graduate training in linguistics and TESL.

(V) -- as many as could be arranged; secondary school teachers of English and new graduates from Faculties of Pedagogy.

RECOMMENDATION

that Working Group I should consider whether the numbers quoted above would be sufficient to warrant the mounting of the courses recommended in 63 above.

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65. Have you any other general comments to make on what you consider the proposed training facilities to be offered by the Centre should be?

REPLIES (1) That a demonstration school should be attached to the Centre and staffed by the officers of the Centre. (The aim would be to link the theoretical and practical work of the Centre). (L)

(2) a. The following facilities would be ideal:
Facilities for writing and trying out teaching materials.
Speech laboratory equipped with essential apparatus such as tape-recorders, taped speech models, teaching machines.
Library facilities containing essential books for the English language, both as to content and methods of teaching.
Expertly trained consultants.
An adequate library with the latest publications, latest language teaching equipment.
Opportunity for actual practicum in teaching and observation in some kind of experimental school or a regular school willing to accept such trainees for long term planning. (P)

b. If various member countries are to be served equally well, there should be highly specialised courses and research programmes useful to those countries where the teaching of English is relatively advanced. (P)

RECOMMENDATION

that Working Group I should consider the following points:

i) the question of a demonstration/experimental school, which has been proposed by both the countries replying to this question.

ii) whether the other suggestions about facilities to be provided have the support of all member countries.

CONTENT OF COURSES

The syllabuses of the two types of courses the Centre proposes to offer are provisionally as follows: Intensive course

A. (a) General linguistics, with emphasis on comparative linguistics
   (b) Applied linguistics and structural description of English
   (c) Phonetics, theoretical and applied
   (d) Psychology of second language learning, and testing
   (e) Methodology

B. (a) Syllabus preparation
   (b) Textbook evaluation
   (c) Examination construction
   (d) Preparation of instructional materials with special emphasis on language laboratory materials
   (e) Conduct of refresher and in-service courses
   (f) Visual aids - construction and utilisation
   (g) Libraries - establishment and administration

C. (a) A study of contemporary English
   (b) An approach to English literature through language

D. Practical teaching of English at appropriate levels in English medium or non-English medium schools

E. A paper of acceptable standards on an approved subject. (This is an examination course leading to the award of a diploma. A visiting external examiner will be appointed annually.)

The shorter course will be a refresher course in English teaching for existing teacher-educators, supervisors/inspectors and other key personnel. Its aim will be to bring course members up-to-date on the latest developments in linguistics, psychology and methodology, and as far as possible to provide help in areas which will be of particular use to participating countries on the return of course members. Each course member will be encouraged to come to the Centre with a specific assignment for intensive study with the assistance of special tutorials and facilities available at the Centre. The special feature of these courses will be the provision of programmes designed to meet the needs of individual member countries at a time when there is a common shortage of specialist personnel for urgent tasks at various levels to improve the teaching of English. (This is **a course leading** to the award of a Certificate.)

66. Do you consider the proposed syllabuses satisfactory? If not, please comment in detail on how you consider the proposed syllabuses might be improved.

REPLIES Five countries considered the proposed syllabuses to be satisfactory. (In) (L) (M) (S) (V)

(M) wished the practical and applied aspects of the courses to be emphasised at all times.

One country (T) offered no comment on the syllabuses.

(P) raised the following points:

(1) The syllabus for the shorter course is rather vague. How will the refresher courses be conducted - through lectures, readings or tutorings?

(2) (g) above: Libraries-establishment and administration; this is for librarians, not normally for teachers to be concerned with.

(3) Perhaps there should be specific provision for improving the quality of the trainee's spoken and written English; (content courses). This point was also supported by (M). (M) thought that opportunities should be provided for practice in the interpretation of literature and various kinds of written English.

RECOMMENDATION

that Working Group I should consider the points raised by the Philippines and Malaysia, in particular the question of whether the Centre should offer a content element in its courses, i.e. tuition to improve the English language ability of trainees. Such a content element was not envisaged originally.

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67. If you have suggested other courses under Question 63 above, please indicate, in general terms, what the syllabuses of such courses should, in your opinion, contain.

REPLIES (Please refer to the replies to Question 63 above)

(2) Short course (seminar) on "points of confusion".

- a) techniques recommended for beginners in more advanced classes.
- b) differentiation of general educational problems from language teaching problems.
- c) differentiation of language problems from cultural problems. (T)

(5) Short course (seminar) on Radio and T.V.

a clear outline of what radio and TV techniques are should be given to language teachers; a summary of TESL techniques should in turn be given to radio and TV personnel. At present, there is considerable misunderstanding between the two groups. (T)

(6), (7), (8), (9). Courses suggested by the Philippines.

- a) introduction to the transformational model in the teaching of English as a second language.
- b) course of study in S.E. Asian languages should give a basic outline of what to teach, including sample materials.
- c) bi-lingualism — linguistic data available — socio-political implications.
- d) the administration of a language programme.
- e) socio-linguistic implications of language teaching, communications and cross-cultural understanding, child-language behaviour. (P)

(13) 3-month intensive course for teachers of English

- a) methodology,
- b) comparative and applied linguistics
- c) examination construction
- d) syllabus preparation
- e) preparation of instructional materials

f) evaluation of textbooks
g) psychology of second language learning.

RECOMMENDATION

that Working Group I should draw up detailed syllabuses for the additional courses which it has recommended as a result of its discussion of the replies to Question 63 above.

Annex xiii

WORKING PAPER 3

Summary of proposals on the activities to be undertaken by the Regional English Language Centre

Topics: RESEARCH

INSTRUCTIONAL MATERIALS

INFORMATION CENTRE ACTIVITIES

1. This summary of proposals on the activities to be undertaken by the Regional English Language Centre has been compiled from the answers submitted by member countries to Part II of the Questionnaire (Questions 68 to 79 under Research, Instructional Materials and Information Centre Activities).

2. The summary has been specially compiled for discussion by Working Group II.

3. After each summary of replies to the questions asked in the Questionnaire, a RECOMMENDATION is made containing the points which, it is suggested, should be considered by the Working Group.

Key: (In) - INDONESIA
(L) - LAOS
(M) - MALAYSIA
(P) - PHILIPPINES
(S) - SINGAPORE
(T) - THAILAND
(V) - VIETNAM

Summary of proposals on the activities to be undertaken by the Regional English Language Centre

Topics: RESEARCH
INSTRUCTIONAL MATERIALS
INFORMATION CENTRE ACTIVITIES

A. RESEARCH

Areas of Research

The Report of the First Meeting of the RELC Co-ordinating Committee states that it is provisionally envisaged that the RELC should cover at least the three following main areas of research:

(a) fundamental research - linguistic studies, material production etc.
(b) general research - statistics, course profiles, and English programmes in various member countries etc.
(c) evaluation of teaching programmes and techniques - comparative studies of teaching methods, materials, courses etc.

68. Under the heading (a) above, "fundamental research", what do you consider your needs to be
   (i) in the immediate future?
   (ii) from a long term point of view?

REPLIES (i) immediate needs

There was a considerable measure of agreement among member countries in their replies to this question, both in the area of linguistic studies and in the area of materials production.

linguistic studies

(1) Four countries considered that their immediate need in this area was:
comparative analysis of English and the languages and dialects of the region (phonological/structural/cultural). (In) (M) (S) (V)
(P) also cited this as a long-term need, specifying the use of transformational models of analysis.

In addition,

(2) (V) asked for research in Applied Linguistics generally.

(3) (T) expressed interest in problems of linguistic communication, intelligibility studies and research to establish what were the essentials of English for adult learners.

(4) (S) was interested in word-frequency counts relating to everyday social, vocational, philosophical and political needs.

materials production

(5) Five countries considered that their immediate need in this area was the production and validation of materials. (In) (P) (S) (T) (V)

In particular,

- (P) asked for books and materials to satisfy the special needs of Visayan, Ilocano and Filipino students;
- (S) asked for textbooks for speakers of the regional languages;
- (In) asked for textbooks for students in their vocational schools and universitites;
- (T) expressed particualr interest in books and materials likely to be effective for improving reading ability.

(ii) long-term needs

As was to be expected, the expressed requirements of member countries in the long term emphasised the theoretical more than the applied.

(1) four countries suggested linguistic studies/field work on the languages of the region. (L) (M) (P) (V)

- (L) specifically mentioned phonological studies.
- (P) pointed out that there were over two dozen major languages in the Philippines.
- (M) thought that descriptive studies of regional languages and dialects was an immediate need so that these studies could later be applied to TESL.

(2) it was interesting that two countries, (In) and (P), expressed interest, in almost identical terms, in the applicability (and implications) of the transformational approach in the teaching of language at various levels.

In addition, the following needs were expressed:

(3) General Linguistics (V)
(4) Bi-lingualism (P)
(5) Psycholinguistics (P)
(6) Language Culture and the relationship between a common language in the region (English) and nationalism (P)
(7) Enquiry into the precise contribution which Linguistics could make to effective language teaching (T)
(8) Follow-up activities to sustain literacy and prevent literacy regression (S)

RECOMMENDATION

that Working Group II should consider all of the above proposals from member countries, select the research projects of the widest application and value, and arrange them in an order of priority, under the headings:

(i) immediate;
(ii) long-term.

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69. Under the heading (b) above, "general research", what do you consider your needs to be
  (i) in the immediate future
  (ii) from a long-term point of view.

REPLIES Comparatively little interest was shown by member countries in research under this heading.

(P) (M) (V) expressed interest in Statistics of TESL in the region.

(P) suggested a statistical study of the manpower availability of TESL specialists in the region.

(P) also suggested the possibility of producing Dialect Maps for countries in the region.
(L) (M) (P) (S) were interested in English programmes and course profiles used in schools at various levels in the region.

RECOMMENDATION

that Working Group II consider whether, in view of the paucity of expressed requirements, the heading of "general research" should be dropped as one of the suggested "main areas of research". It is pointed out that the requests in respect of Statistics and TESL Programmes could easily be handled under "Information Centre Activities".

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70. Under the heading (c) above, "evaluation of teaching programmes and techniques", what do you consider your needs to be
   (i) in the immediate future
   (ii) from a long term point of view?

REPLIES There was substantial agreement among all the member-countries that the most important and immediate need under this heading was a thorough re-examination of existing policies and procedures in the field of second language teaching.
In particular,

(1) (a) a scientific evaluation of TESL programmes and syllabuses, curricula, textbooks, examinations, methodological techniques and drills and audio-visual aids at present being used in all the member countries.
   (b) serious comparative studies of the value and effectiveness of the teaching materials and techniques at present being used in the region.

(P) suggested the following specific comparisons:
   (i) of the levels of achievement of classes taught by traditional methods and classes taught along a second language approach.

(ii) of traditional grammar and transformational grammar, from the point of view of effectiveness as a basis for second language teaching.

(iii) of traditional testing methods in traditional classes and structural tests in classes taught along a second language approach.

(iv) of the second language approach and the Harvard graded method.

(v) of the effectiveness of the methods used in the various countries of the region.

In addition, the following suggestions were made:

(2) (a) An examination of the advantages and disadvantages of the language laboratory in language teaching. (S) (T) also expressed interest in this topic elsewhere in the replies to the Questionnaire.

(b) A study of the techniques of language laboratory programming. (S)

(3) An evaluation of the literacy levels of adult learners. (S)

(4) (a) A study of the possible detrimental effects on the mother-tongue of second language learning at the primary level. (In)

(b) Research into the optimum starting point for the learning of languages in a multi-lingual society. (M)

(5) Research into the problems of language transfer after primary school. (M)

(6) Assessment of proficiency of English at the various levels of English and non-English medium primary and secondary schools in coutries of the region. (M)

RECOMMENDATION

that Working Group II should consider the above proposals, select the research projects of the widest application and value, and arrange them in an order of priority under the headings:

(i) immediate;

(ii) long-term.

Note The Group may wish to consider the replies to Questions 68 and 70 together.

Approaches to research

The Report of the First Meeting of the RELC Co-ordinating Committee anticipated that research would be carried out under three administrative approaches:

(a) research carried out directly by the Centre.

(b) research carried out by member countries under research grants made by the Centre.

(c) research by scholars from outside the region supported by the Centre.

71. Of the research needs you have referred to in your answers to Questions 68-70 in this section, which do you consider could be most appropriately carried out under

Approach (a) research carried out by the Centre.

Approach (b) research carried out by member countries.

Approach (c) research carried out by scholars from outside the region.

REPLIES Three clearly distinct points of view were expressed:

(1) (In) (V) were in favour of Approaches (a) and (b) only. (In) saw no need for Approach (c) at all.
(M) also thought that most of their proposals could be carried out under Approaches (a) and (b).

(2) (T), on the other hand, thought that all the research projects should be carried out by the best-qualified people who could be found, wherever they came from, and expressed the view that co-operation between a national and an outsider would probably yield the best results.

(3) Somewhere between these points of view were (P) and (S) who expressed a preference for a combination of

all three approaches:

(S) suggested the following:

all long term programmes - to be carried out by the Centre.

all immediate programmes - to be carried out by member-countries.

Programmes that require highly technical facilities and personnel such as computational linguistics and machine translation should be carried out by scholars from outside the region.

(P) replied in terms which could be reconciled with this suggested approach but also expressed the view that the work of evaluation of present policies and procedures should be done by outsiders.

It was generally agreed that the Centre should co-ordinate ALL research activities.

RECOMMENDATION

that Working Group II should consider

(i) the differing points of view expressed above and make recommendations about the general approach to be adopted in respect of the Centre's research projects;

(ii) how best the research projects agreed upon under items 68 and 70 above might be tackled.

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72. In what fields of English language teaching do you consider your country to be particularly well-equipped to carry out research projects under Approach (b)?

REPLIES Five countries offered descriptions of local languages and contrastive analyses of these languages and English.
(In) (M) (P) (S) (T)

(T) specified work on contrastive syntax and morphology; a considerable amount of research had already been done on phonological contrasts.

Four countries offered evaluations of the techniques used in their own national programmes of TESL and also statistics relevant to their programmes. (In) (M) (P) (T)

One country offered an analysis of factors in bilingualism and multi-lingualism. (S)

One country offered to produce instructional materials. (P)

One country offered a study of the relationship between ability in English and Socio-economic status. (S)

RECOMMENDATION

that the contributions offered above by member countries should be noted.

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73. Have you any other general comments on what you consider the research activities to be undertaken by the Centre should be?

REPLIES Only three general comments were made.

(1) The Centre should act as a clearing-house and distribution centre for research findings both from within and from outside the region. (P)

(2) The research activities of the Centre should be closely linked to the practical problems of TESL in member countries. (L)
This was supported elsewhere in the Questionnaire by (M).

(3) The research activities of the Centre should not be exclusively and narrowly linguistic. Contact should be established with distinguished users of language from both within and outside the region, for example, editors, writers, professors of literature etc. (T)

RECOMMENDATION

that Working Group II should consider these three general comments.

B. INSTRUCTIONAL MATERIALS

The Report of the First Meeting of the RELC Co-ordinating Committee envisaged the following three aspects of work with instructional materials:

a) Collection, evaluation, experimental trial, modification & revision, and distribution of samplings of language instructional materials prepared in countries outside the region.

b) Preparation of descriptions and evaluations of materials developed for use locally in member countries and prospective member countries.

c) Preparation, production and distribution of indigenous instructional materials. (Preparation to include experimental trial and other evaluative procedures.) The provision of consultant assistance to member countries in preparing instructional materials for local use.

74. Are you satisfied that the proposed functions of the Centre in this area, as outlined above, are sufficiently wide to meet your needs?

REPLIES All countries expressed satisfaction with the proposed functions as outlined in the Report.

RECOMMENDATION

that Working Group II should note the above reply.

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75. In what areas of English teaching do you most require instructional materials? (e.g. the teaching of oral English, structurally-graded reading materials, material for special courses such as technical, commercial, science courses)?

b. At which particular levels of instruction are you short of instructional materials? (e.g. primary, secondary).

REPLIES All countries asked for structurally-graded reading materials.

Five countries asked for oral materials. (M) (P) (S) (T) (V)
With respect to the above two requests,
four countries required materials for secondary level (In) (L) (M) (V)
and three countries required material at all levels (P) (S) (T)

All countries asked for texts for special courses, as follows:

(In) - (i) texts for special courses in vocational schools;
(ii) graded/annotated texts for university departments other than the English department;
(iii) science readers.

(L) - elementary materials with a vocabulary from science/mathematics/social studies, for secondary schools.

(M) (P) (V)- graded reading materials for technical, scientific and commercial English at the secondary level.

(S) (T) - interested in all texts for special courses at all levels.

In addition, interest was expressed by individual countries in the following types of material:

(1) First stages of Composition for the secondary level (L)
(2) Materials for remedial classes. (P)
(3) Materials for teaching idiomatic English and advanced Composition in various styles. (P)
(4) A carefully co-ordinated English teaching programme from the elementary to the college level. (P)
(5) Standardised tests and measurements based on the second language approach. (M) (P)
(6) Standard textbooks based on contrastive analyses of the mother-tongue and English. (S)
(7) A programme of language laboratory materials for a multi-lingual community. (S)
(8) Suitable supplementary readers for all levels. (M)

RECOMMENDATION

that Working Group II should consider the above proposals, select those of the widest application and value, and arrange them in some order of priority.

---

76. With reference to (c) above, "preparation etc. of indigenous instructional materials", in which areas would you require immediate consultant assistance?

REPLIES Four countries required immediate assistance in the preparation and production of textbooks and materials for secondary schools. (L) (S) (T) (V)

(P) asked for assistance with the production of graded materials for remedial teaching. (It was pointed out that, even after six years of instruction, the students' English was still inadequate).

(M) asked for consultant assistance with curricula and with the production of standardised objective tests.

(In) needed help with the production of language laboratory materials.

(In) also thought there was a need for native speakers of English to stimulate the use of English in University English departments. (This reply referred to the essentialness of the presence of native speakers in any realistic attempt to improve standards generally.)

RECOMMENDATION

that Working Group II should consider the above replies and make recommendations.

---

77. In what forms would you like these instructional materials to be produced? (e.g. textbooks, teachers' notes, pictures, charts, filmstrips, tapes).

REPLIES Five countries were interested in all the forms mentioned. (M) (P) (S) (T) (V)

(In) and (L) thought that the greatest present need was for textbooks and teachers' notes.

(M) expressed a special interest in standardised objective tests.

RECOMMENDATION

that Working Group II should consider the above replies and make recommendations.

C. INFORMATION CENTRE ACTIVITIES

The Report of the First Meeting of the RELC Co-ordinating Committee envisaged the following three activities for the Information Centre:

a) Library

An up-to-date central library of linguistic and language education materials (books, periodicals and documents) will be developed and maintained for use by trainees and scholars coming to the Centre and for use by member countries on a rotating loan scheme.

b) News Organ

A Newsletter will be published periodically by the Centre for circulation to interested institutions in member countries, covering current items of interest; e.g. important research in progress in the region and in other places, news about the Centre, suggestions to teachers, etc.

c) Liaison with Outside Organisations

The Centre will establish and maintain close relationships with Organisations such as the British Council Information Centre in England, the Centre for Applied Linguistics in America, the Commonwealth office of Education in Australia and with universities and other institutions outside the region concerned with the teaching of English as a foreign language.

78. Do you consider that these activities as outlined are sufficient?

REPLIES All countries were satisfied with the list of activities outlined.

RECOMMENDATION

that the unanimity of the replies should be noted by Working Group II.

---

79. Please suggest any additional activities the Centre should undertake.

REPLIES The following suggestions were offered:

(1) Sponsoring of new organs in member countries

(2) The development of TESL libraries in member countries. (P)

RECOMMENDATION

that Working Group II should consider whether the above two suggestions should be added to the list of Information Centre activities.

WORKING PAPER 4

Summary of proposals on the activities to be undertaken by the Regional English Language Centre

Topics: PROMOTION OF REGIONAL CO-OPERATION
ADMINISTRATION OF FINANCIAL GRANTS
SUPPORT TO SCHOLARS FROM OUTSIDE THE REGION

1. This paper has been specially prepared for use by Working Group III.

2. The summary of proposals on activities related to the promotion of regional co-operation to be undertaken by the Regional English Language Centre has been compiled from the answers submitted by member countries to Part II of the Questionnaire (Questions 80 to 82 under Promotion of Regional Co-operation/Exchange of Personnel). After each summary of replies to the questions asked in the Questionnaire, a RECOMMENDATION is made containing the points which, it is suggested, should [illegible] considered by Working Group III.

3. In addition to making recommendations on activities related to the promotion of regional co-operation, Working Group III is invited to make recommendations on matters related to the administration of financial grants (training scholarships, research fellowships and financial grants to national programmes), and support to scholars from outside the region.

Key: (In) - INDONESIA
(L) - LAOS
(M) - MALAYSIA
(P) - PHILIPPINES
(S) - SINGAPORE
(T) - THAILAND

Summary of proposals on the activities to be undertaken by the Regional English Language Centre

Topics: PROMOTION OF REGIONAL CO-OPERATION
ADMINISTRATION OF FINANCIAL GRANTS
SUPPORT TO SCHOLARS FROM OUTSIDE THE REGION

A. Promotion of Regional Co-operation

The Report of the First Meeting of the RELC Co-ordinating Committee outlines activities to promote regional co-operation which the Centre proposes to undertake. The relevant section of the Report reads as follows: "Better understanding of language education problems within the region and broader acquaintance among English language teaching personnel in the region will be encouraged by professional conferences and seminars held under the auspices of the Centre."

80. Do you consider the proposed activities sufficient? If not, what additional activities in the field should the Centre undertake?

REPLIES Member countries were unanimous in agreeing that the activities outlined above were appropriate and sufficient.

RECOMMENDATION

that Working Group III should note the unanimity of views expressed by member countries.

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81. Suggest topics of particular interest to your country to which regional seminars and conferences might be devoted.

REPLIES Four countries suggested topics for seminars and conferences. The suggestions were as follows:

(1) Evaluation of Testing Materials. (P)
(2) Remedial Classes in TESL for Adult Students. (P)
(3) Reading in the Second Language. (P)
(4) New developments in the theory of language learning. (P)
(5) Writing in the Second Language. (P)
(6) Effectiveness of particular methods. (In)

(7) Use and mis-use of the language laboratory. (In)

(8) How to teach effectively particular aspects of English, for example: tenses, adverbs, kernel sentences, transforms etc. (In)

(9) Techniques and materials for teaching technical and commercial English. (S)

(10) The status of a non-local language in a period of developing nationalism. (S)

(11) Discussion of the problems common to member countries. (M)

(12) The future role of English as a means of fostering regional co-operation. (M)

Note The majority of the suggestions offered above have already been put forward in the TRAINING section of the Questionnaire, either as topics for additional courses or as topics to be added to the syllabuses of the two types of courses originally envisaged, (that is, the Intensive courses and the Shorter courses).

RECOMMENDATION

that Working Group III should:

(i) select the most appropriate topics for seminars and conferences to be held under the auspices of the Centre AND to arrange the topics selected in some order of priority;

(ii) consider whether one annual seminar might be devoted to the planning of the content and administration of new courses envisaged for the following year.

---

82. What contribution can your country make towards regional co-operation? Please specify, e.g. secondment of qualified personnel, organisation and hosting of seminars and conferences, experimental classes, pilot projects and practical research programmes of general interest to other member countries.

REPLIES The replies to this question were eminently satisfactory since nearly every country felt able to offer a number of contributions towards regional co-operation.

Four countries offered to organise and host seminars and conferences. (P) (S) (T - subject to cabinet approval) (V)

Four countries offered experimental classes. (In) (P) (S) (V)

Four countries offered practical research programmes of general interest to other member countries. (In) (P) (S) (V - later)

Four countries offered pilot schemes. (In) (P) (S) (V.- later)

(P) already has a pilot high-school project for in-service training of teachers and could provide experimentation with techniques of teaching English at various levels against the background of Philippines languages.

(S) could provide classes for controlled experiments and pilot projects related to the teaching of languages to adults.

Two countries offered to second qualified personnel. (P) (V)

(M) would be able to contribute in most of the above fields.

In addition,

(P) offered individual research projects by qualified personnel.

(T) pointed out that other contributions should follow when the aims of the RELC become more widely understood.

RECOMMENDATION

that Working Group III should draw up a list of proposed projects to promote regional co-operation on the basis of the replies to Questions 80, 81 and 82, and arrange their proposals in order of priority.

Exchange of Personnel

The Report of the First Meeting of the RELC Co-ordinating Committee made the following proposal under this heading: "Interchange of teachers, scholars and specialists among the institutions of the region will be encouraged by providing a limited number of travel grants to selected persons who would remain on salary from their own countries while in residence as visiting professors or scholars. The details of this activity will be worked out after gathering information from additional surverys and seminars".

RECOMMENDATION

> that Working Group III should discuss this matter again in the light of the information received from member countries contained in the 4 Working Papers and draw up procedures and guide-lines for the organisation and administration of a Personnel Exchange Scheme.

Technical Assistance to National Programmes

The Report of the First Meeting of the RELC Co-ordinating Committee made the following proposal; "The professional staff of the Centre will be made available for consultant and advisory work in the member countries to assist with the development of national English language teaching programmes. Also the Centre will assist in recruiting consultants from outside the region to assist with special problems in the member countries as needed.

RECOMMENDATION

> that Working Group III should consider:
> (i) types of technical assistance required, and
> (ii) areas in English teaching where such assistance is required and make recommendations.

B. Administration of Financial Grants

The Report of the First Meeting of the RELC Co-ordinating Committee stated that three types of grants would be administered by the Centre:

a) Training Scholarships

There will be a programme of individual grants to cover the cost of training for the 8-month and 4-month courses for a designated number of trainees from member countries. It is anticipated that the scholarship grant for the 8-month course will be US$1800 and for the 4-month course US$1000. These grants will cover all costs including travel and living expenses, tuition, books, and incidental costs. Forty grants will be made during the 1st year of operation for two short courses, and starting from the second year these will be augmented by an additional 30 grants for the 8-month course.

b) Research Fellowships

A limited number of research grants will be made to local scholars and teachers to encourage linguistic and language education research in the region. Such research might be carried out in the member countries or at the Centre. Procedures and guidelines for this activity will be established after survey and seminar data and information are available.

c) Financial Grants to National Programmes

A modest fund will be established by contributions from external sources from which financial grants will be made to national programmes under circumstances and guidelines set by the Co-ordinating Committee to supplement technical assistance to the member countries and to encourage the development of quality programmes of English language teaching in the region.

RECOMMENDATION

that Working Group III should draw up procedures and guide-lines for the administration of:

(i) Training Scholarships
(ii) Research Fellowships
and
(iii) Financial Grants ~~to National~~ Programmes.

C. Support to Scholars from Outside the Region

The Report of the First Meeting of the RELC Co-ordinating Committee states: "The Centre will offer professional and administrative support to scholars from other countries seeking such assistance in carrying out linguistic and language education research in the Southeast Asian region. The library and staff resources of the Centre and the centralised knowledge at the Centre about the language instruction situation in the countries of Southeast Asia should be of great value to such scholars, and their use for this purpose should greatly enhance the international prestige and recognition of the Centre.

RECOMMENDATION

that Working Group III should consider this item in detail and make recommendations.

Annex xv

Overseas Volunteer Service
U.K. Assistance - Teachers Training Awards
Colombo Plan Experts Scheme

Under the Overseas Volunteer Service the following allowances and facilities are provided:

		U.S.
(a)	Monthly Allowance	$133/-
(b)	Settling down allowance for the first year on arrival	$100/-
(c)	Additional settling-down allowance for the second year	$ 33/-
(d)	Flat with hard furnishing at nominal rent	
(e)	Medical benefits (same as local government employees)	

The conditions under the U.K. Assistance - Teacher Training awards are as follows:

For short-term attachment (3 - 6 months)

(a) Free, fully furnished accommodation including soft furnishing.
(b) Cost of Public Utilities (light, water, power, electricity).
(c) Transport allowance.
(d) Salaries, passages etc. provided by the British Government.

The following are some of the conditions and allowances available under Colombo Plan Experts Scheme:

(a) Free, furnished quarters.
(b) The Government will meet the cost of a domestic servant (cook cum houseboy) up to the maximum of US$40/- p.m.
(c) Where fully furnished quarters and a domestic help are provided the allowance to cover food and city services (e.g. water, light, power and gas) are:

	U.S.
Officer	$100/- p.m.
Wife	$ 67/- p.m.
Child over 10	$ 33/- p.m.
Child 3 to 10	$ 17/- p.m.
Child under 3	$ 9/- p.m.

(d) Interest free loans will be provided if required to enable the expert to purchase a refrigerator.

(e) Interest free loans up to US$1,333/- will be made available for the purchase of a car, if the assignment is between 6 months and 1 year and US$2,167 if the period exceeds 1 year.

(f) Mileage allowance will be paid at the normal Government rates in respect of official journeys.

(g) Local loeave up to 18 days a year will be granted and may be accumulated throughout the expert's tour.

(h) Experts are exempted from payment of local Income Tax.

(i) During tours of duty experts and their families will be eligible for free medical (but not dental) attention in a Government hospital. A nominal charge will be made to cover the cost of food supplied in hospital.

Annex xvi

RESEARCH FELLOWSHIPS AT THE UNIVERSITY OF SINGAPORE

The term research fellow is used to designate a member of the academic staff who is wholly engaged in research activity as against the university lecturer who also teaches.

The terms and conditions of service for research fellows are the same as those for teaching staff, depending on qualifications, seniority, nature of responsibilities, etc.

Research Fellowships are established by funding bodies outside the University, which subsidised such establishment, although holders of Research Fellowships are attached to University departments.

Salary scales of Research Fellows may be equated with salary scales of regular staff as follows:-

	U.S.	U.S.	
Junior Research Fellow: Assistant Lecturer:	$267/-	$293/-	basic
Research Fellow: Lecturer	$307/-	$520/-	"
Snr. Research Fellow: Senior Lecturer	$450/-	$550/-	"

In addition, a cost of living allowance of 35% of basic salary is paid subject to certain maxima which are US$50 for unmarried officers; US$83 for married officers with no children; US$133 for married officers with children.

Overseas allowances are paid to staff recruited overseas who are also domiciled in a foreign country. The scales for overseas allowances are as follows: US$67 for officers with a basic salary below US$450; US$73 for officers with a basic salary above US$450. (Professors are paid an overseas allowance of US$90.)

All academic staff members of the University are also eligible for free medical services, subsidised housing (incl. heavy furniture) and Provident Fund benefits (5% officer's contribution; 15% University contribution). Car loans are also allowed. Transport allowances are paid in certain circumstances. Where research fellows are of the type and qualification similar to scholars, teachers etc., the relevant terms for the latter would apply.

Annex xvii

SEMINAR ORGANISING COMMITTEE

i) Chairman - Mr. Fok Fook Choon

ii) Member - Mrs. Yeo Theng Suang

iii) Member - Mrs. Lucy Chen

iv) Member - Mr. Andrew L.T. Ng

v) Member - Mr. Adrian A. de Silva

vi) Member - Mr. Phang Soon Hock

vii) Member - Mr. Goh Kong Lye

viii) Member - Mr. C.B. Jesudason

ix) Member - Mr. Han Luk Juan

x) Member - Mr. Lim Som Chai

xi) Member - Mr. T. Mahendran

xii) Member - Mr. A.J. Danker

xiii) Secretary - Mr. Chew Chin Ghee

xiv) Asst. Secretary - Mr. Avtar Singh

xv) Editor - Mr. R. K. Tongue

xvi) Editor - Mr. Oliver Seet

Annex xviii

Closing Address by Mrs. Molly Ng, Chairman of the First Regional Seminar on the Development of the SEAMES Regional English Language Centre

Singapore Conference Hall
21st September, 1967

Distinguished Delegates, Ladies and Gentlemen,

After 4 days of high-powered deliberation and lively discussion, we come to the close of this first Regional Seminar on Project Activities of the SEAMES Regional English Language Centre, held here in Singapore. The sense of achievement felt at this stage is rightly the reward of having accomplished the gigantic task of ascertaining the immediate common needs of all the member countries, as well as the long-term specific requirements; and delineating the activities of the Regional English Language Centre for the first five years.

2. Throughout this august assembly, there prevailed an understanding of the tremendous responsibility of having to make decisions for the English Language Teaching programme for all the SEAMES countries represented here today. These resolutions will no doubt transform the educational picture of the entire region and make its impact on countries far and near.

3. With the wealth of knowledge and experience available from such a unique and celebrated group of top-ranking administrators, educators, English Language teaching experts and advisers, the meeting soon came to grips with the task at hand. Before long, there emerged a composite blueprint for the Centre's guidance in accordance with the objectives of this Seminar. The expressed hope of the general body was for emphasis on qualitative rather than quantitative development.

4. Before outlining each plan of operation, the meeting made careful consideration of the overall and specific English Language teaching conditions obtaining in each country. This spirit of co-operation and goodwill, and the stress on practical solutions to existing problems, reflect the common desire for raising the standards of English in the region. This desire underlies a deep and strong wish to gain knowledge with greater speed and ease, especially knowledge of science and technology in order to keep pace with advances in these two disciplines which dominate our lives today.

The ability to use English also provides the key to the highly competitive doors of commerce, upon which Southeast Asia depends for better living conditions.

5. Moreover, English is accepted wherever it is spoken, so long as it can be understood. There could be American-English, Australian-English, British-English (to mention a few) side by side with Indonesian-English, Laotian-English, Malaysian-English, Filipino-English, Singaporean-English, Thai-English, and Vietnamese-English - all of which have been spoken and heard at this meeting. It is precisely this cross-cultural fertilisation of English with other languages that has given English an international character. Meanwhile, our national languages retain their basic characteristics but are also enriched by the new English. In time to come, the SEAMES Regional English Language Centre will play the unique role of unifying and diversifying the different kinds of English found in this part of the world. The identification of most English Language Teaching problems here may even give birth to a new Esperanto that will cut across many linguistic and cultural boundaries and further facilitate communication.

6. Thus, the hopes and aspirations of the Southeast Asian Ministers of Education Secretariat will be realised in one of its projects, the Regional English Language Centre.

7. Now, on behalf of the Government of Singapore, I hope that you will take with you pleasant memories of the stimulating moments shared in work and fellowship, and that you will have a smooth flight home. Also, a warm welcome is assured you whenever you return to Singapore.

8. My heartfelt thanks are due to the distinguished delegates, consultants and observers whose valuable expertise and wonderful co-operation made possible the formulation of the plan of operation for the Regional English Language Centre; to the Vice-Chairman for his support; to the Chairman of the working groups for leading the discussions; to the Rapporteur-General and her capable Editorial Secretariat staff (including the very modest backroom boys) for preparing the draft report which has been approved; to the Organising Committee for providing exdellent push-button service; to the Project Office for organising the Seminar with great efficiency; and, last but not least, the House for so kindly entrusting to me the chairmanship of this Seminar.

9. I now declare closed, the first Regional Seminar on the development of the SEAMES Regional English Language Centre in Singapore.

Annex xix

COMMUNIQUE

The First Regional Seminar on the Development of the Southeast Asian Ministers of Education Secretariat Regional English Language Centre was held at the Singapore Conference Hall from 18th to 21st September, 1967. Delegates included senior educational administrators, educators and English language teaching specialists from Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand and the Republic of Vietnam. Two officials from the Secretariat in Bangkok, one of them representing the Director of SEAMES were also present with a number of consultants and observers. The leaders of the Singapore, Indonesian and Thai delegations were elected Chairman, Vice-Chairman, and Rapporteur-General respectively of the Seminar.

The delegates formed three groups to study the Working Papers prepared by the Singapore Project Office. After assessing the needs of member countries, recommendations were made on the basis of the needs of SEAMES member countries in respect of training courses, research, instructional materials, information centre activities, promotion of regional co-operation, administration of financial grants, staff requirements, utilization of the RELC site and support to scholars from outside the region. These recommendations will be submitted to the Regional English Language Centre Co-ordinating Committee for its deliberation when it meets in Kuala Lumpur, Malaysia from 10th to 13th October, 1967.